

Change Leadership Toolkit:

A Guide for Advancing Systemic Change
in Higher Education



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EXECUTIVE SUMMARY

Several years into a pandemic, a racial reckoning unfolding, enrollments fluctuating, and with strapped finances, leaders are in dire need of a guide that can help support them in leading systemic change. Successful systemic change in higher education involves multiple leaders at various levels across campus employing an array of specific strategies, which we call Change Leader Moves, to create change. It requires an understanding of leadership context and the ways that elements of context can be leveraged to promote change or navigated to overcome barriers to change. However, there are minimal research-based tools for change and no models that connect leaders' actions with their Leadership Context, and no Resource Library that bridges various individual existing leadership tools. For these reasons, we provide this Change Leadership Toolkit. The Toolkit consists of an array of tools that were developed with higher education leaders in varying roles across numerous institutional types nationwide.

Through an iterative research process, we have developed an Ecosystem Model of Systemic Change Leadership that is composed of eight Change Leader Moves leaders can make toward systemic change. In addition, we outline what we call aspects of Leadership Context, and the Levers (opportunities to leverage) that can be used to amplify Leader Moves and their impact. We describe the importance that Leader/Leadership Teams Role and Agency play in shaping the project deliverables and process of achieving such outcomes. There are a set of worksheets such as the Leadership Context Worksheet, the Levers Worksheet, the Change Leader Moves Inventory, the Prioritizing Change Leader Moves Worksheet, Leadership Team Planning Worksheet, and the Assessing Leader Moves and Process Worksheet, all aimed to support a systemic change project. In addition to the Toolkit's worksheets, we connect leaders with other existing resources that dive deeper into leader moves via our Toolkit Resource Library.

This guidebook helps users understand the various components of the Toolkit and its application. The Toolkit provides a robust understanding of Leadership Context factors that influence systemic change and the opportunity that leaders across campus—from presidents to students, from faculty to administrators to entry-level staff—all have for driving systemic change. The worksheets and Case Studies are intended to provide concrete activities to help enable systemic change. Ultimately, we call on change agents to lean into this Change Leadership Toolkit, which serves as a foundational resource for leaders across higher education, “to deeply reflect on the changes they are proposing, to systematically analyze and design a change process that fits the institutional context in which they are located, and to engage in the challenges of creating deep change...” (Kezar, 2018, p. 246).

AUDIENCE

The audience for the guide is wide ranging:

- This guide is intended for leaders at all levels on campus and with varying backgrounds and experience. New staff, faculty, or administrative leaders will find this useful for understanding the basics of enacting systemic change. More experienced leaders can refresh their skills and may especially benefit from exploring the context tools and levers or accelerators of change they may not have considered before.
- Faculty leaders, department chairs, student affairs staff, and provosts will all find useful ideas that can help them in their work to execute systemic change.
- We hope that groups involved with leadership development will use this as a resource for their programs. Policy groups may use this guide as they work on institutional transformation and reform efforts.
- In addition, higher education associations, national organizations and projects, philanthropic foundations, state systems of higher education, collaborative groups focused on organizing multiple campuses, consultants working with campuses on change initiatives and funded projects, and evaluators who are engaged in national or campus-level funded change efforts may also find this Toolkit helpful in guiding leadership teams.

ACKNOWLEDGMENTS

This Change Leadership Toolkit is based on research funded by the Bill & Melinda Gates Foundation. The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation.

We also wish to acknowledge Elizabeth Holcombe, Senior Postdoctoral Scholar at the Pullias Center, and the contributions of more than 100 people representing nearly 40 campuses that participated in the project to help refine the Toolkit and served as co-authors for selected Case Studies. We commend these institutions and their leaders for their critical feedback and willingness to showcase their growth areas and successes through the Case Studies. Their support in polishing the worksheets and applying the Toolkit to their systemic change initiatives provides a wealth of knowledge for other leaders in similar roles and institutions who may face similar challenges and opportunities.

We are also grateful for the support of our various partnering national organizations, associations, and national projects that helped recruit participants to inform Toolkit development and whose leaders participated in focus groups and convenings to help refine the tools presented within this Toolkit. These organizations include: Achieving the Dream, the Association of American Universities (AAU), the Association of Public & Land Grant Universities (APLU), the APLU Network of STEM Education Centers (NSEC), the APLU Mathematics Teacher Education Partnership (MTEP), the APLU and NSF INCLUDES Aspire Alliance Institutional Change Network (IChange), the American Association for the Advancement of Science (AAAS), American Association of State Colleges and Universities (AASCU), the Bayview Alliance (BVA), the Howard Hughes Medical Institute (HHMI), the National Association of Student Personnel Administrators (NASPA), plus several more.



ABOUT THE PROJECT TEAM



Adrianna Kezar, PhD |

Director and Principal Investigator

Dean's Professor of Leadership, Wilbur-Kieffer Professor of Higher Education and Director of the Pullias Center for Higher

Education, University of Southern California.

Adrianna Kezar is a national expert on change and leadership in higher education. Her research agenda explores the change process in higher education institutions and the role of leadership in creating change. Kezar's change and leadership research has been used by government agencies, accreditation bodies, foundations, state systems, consortium, and individual campuses to forward change agendas and initiatives. Her leadership research has been used to design leadership development among national associations, college consortiums, and campus-based leadership programs. She also regularly consults for campuses and national organizations related to her work on diversity/equity/inclusion, non-tenure track faculty, STEM reform, collaboration, and governance. She is an international expert on the changing faculty and she directs the **Delphi Project on the Changing faculty and Student Success**. Kezar is well published with 25 books/monographs, over 100 journal articles, and over a hundred book chapters and reports. Recent books include: *Shared Leadership in higher Education: Responding to a Changing Environment* (2021) (Stylus Press); *The Gig Academy* (2019) (Johns Hopkins Press), and *Administration for social justice and equity* (2019) (Routledge).

Susan Elrod, PhD | Change Leadership Consultant

Susan Elrod is the Chancellor at the University of Indiana South Bend. She is an experienced biology professor, university administrator, and national leader in STEM higher education and systemic change leadership. In addition to her current administrative position, she has served in leadership positions at Cal Poly, San Luis Obispo, California State University, Fresno and California State University, Chico. She also served as the executive director of Project Kaleidoscope (PKAL) at the Association of American Colleges & Universities (AAC&U) in Washington, DC. In this position, she launched multi-campus national initiatives focused on improving undergraduate STEM education and enhanced PKAL's networking and leadership programs. She is also a co-founder of CRUSE, the Coalition for Reform in Undergraduate STEM Education, which is a consortium of national associations focused on fostering national collaborations for student success in STEM. She has authored more than 20 publications on topics ranging from undergraduate research to systemic change and leadership, as well as several scientific publications and patents, including her recent book with colleagues on shared leadership in higher education. She has consulted with campuses, national organizations, and state systems of higher education, and serves on the HERS Board of Directors and the editorial board of Change Magazine. She holds a PhD in Genetics from the University of California, Davis and an undergraduate degree in Biological Sciences from California State University, Chico. She was a postdoctoral fellow at Novozymes, Inc. in Davis, California and was elected as a Fellow of the American Association for the Advancement of Science (AAAS) in January 2020 for her work in STEM higher education.



**Ángel de Jesus González, EdD |****Postdoctoral Researcher**

Ángel de Jesus González is a Postdoctoral Research Associate at the Pullias Center for Higher Education, part of the Rossier School of Education at the University of Southern California. As a critical qualitative researcher, his research agenda foci include examining and exploring; 1) the conditions, experiences, and outcomes in community colleges for minoritized students with an emphasis on LGBTQ+ and Latinx students; 2) Latinx Leadership; and 3) racial equity policy implementation in the community college context. Recent accolades include his selection to The University of Vermont (UVM) Queer Trans People in Education (QTPIE) Research Collective as an Emerging Scholar. Dr. Gonzalez was named by The Dru Project a Spirit of Dru Scholar and selected as a Steps in Your Journey Postdoc Fellow at the University of Arizona. He received an EdD in Community College Leadership and MA in Postsecondary Educational Leadership with an emphasis in Student Affairs from San Diego State University and his undergraduate degree in Environmental Science and Spanish from Whittier College.

About the Pullias Center for Higher Education

One of the world's leading research centers on higher education, the Pullias Center for Higher Education at the USC Rossier School of Education advances innovative, scalable solutions to improve college outcomes for underserved students and to enhance the performance of postsecondary institutions. The mission of the Pullias Center is to bring an equity-focused, multidisciplinary perspective to complex social, political, and economic issues in higher education. The Center is currently engaged in research projects to improve access and outcomes for low-income, first-generation students, improve the performance of postsecondary institutions, assess the role of contingent faculty, understand how colleges can undergo reform in order to increase their effectiveness, analyze emerging organizational forms such as for-profit institutions, and assess the educational trajectories of community college students.



INTRODUCTION TO THE CHANGE LEADERSHIP TOOLKIT

We define “systemic change” as one that affects multiple courses, departments, programs, divisions, colleges (or beyond) and results in changes to policies, procedures, norms, cultures, and/or structures (organizational, curricular, fiscal).

Successful systemic change in higher education involves multiple leaders at various levels across campus employing an array of specific strategies (which we call moves) to create change. It requires an understanding of leadership context and the ways that elements of context can be leveraged to promote change or navigated to overcome barriers to change. Leaders across campus—from presidents to students, from faculty to administrators to entry-level staff—all have an important role to play in driving systemic change.

In order to help those involved in systemic change efforts, we have developed a highly-adaptable Change Leadership Toolkit composed of various resources to aid in leading your systemic change process. This guide includes the following sections:

1. Guiding Frameworks and Background for Change:

We begin with an overview of systemic change and social justice frameworks that grounded development of this Toolkit.

2. Overview of the Ecosystem Model of Systemic Change

Leadership: This section introduces the Ecosystem Model of Systemic Change Leadership. A synopsis of the model highlights its three main components: *Leadership Context*, *Change Leader Moves*, and *Lever*s for change. We begin by providing an overview of what constitutes *Leadership Context* and why considering these aspects matter for systemic change efforts. Next, we outline the eight categories of actions, or *Change Leader Moves*, that leaders must employ to create sustainable and scalable change. We then describe change *Lever*s, which are opportunities leaders can utilize to amplify the Leader Moves.

3. What and Who of Change: This section provides an opportunity to reflect on goals and scope of change to identify who is best situated to help achieve these outcomes. Reflection questions in this section ask leaders to reflect on their role and agency and which moves they are best positioned to make as a result, as well as potential

challenges to making a particular move. Additionally, this section highlights key considerations around forming a team to engage in systemic change and how team members can influence actions toward desired outcomes. Finally, this section asks leaders to revisit the vision, goals, and scope of change in order to think about who is best suited to meet those goals and to include on the team.

4. Systemic Change Leadership Worksheets: This section consists of the main worksheets/tools of the Toolkit. It is a 6-step series of worksheets designed to help change leaders develop a plan to support their systemic change initiative:

Step 1: Leadership Context Worksheet: This worksheet helps leaders identify specific contextual factors involved in the change initiative that will influence the Leader Moves to be made. Leaders will examine various internal and external factors influencing their work (“Leadership Context”) and reflect on how this context might shape the Moves they make and the Levers they lean on to amplify their Moves.

Step 2: Levers Worksheet: This worksheet builds on Step 1 and asks leaders to identify particular aspects of Leadership Context that might be used as Levers to enhance Leader Moves and maximize the opportunity for change.

Step 3: Change Leader Moves Inventory Worksheet: This Change Leader Moves Inventory helps leaders and leadership teams recognize which Change Leader Moves may have already been executed and which still need to be made in order to support the change process.

Step 4: Prioritizing Change Leader Moves Worksheet: This prioritization worksheet will support leaders in identifying which Moves should be prioritized based on a variety of factors including progress in the change process and specific barriers or opportunities for change that currently exist.

Step 5: Leadership Team Planning Worksheet: This activity prompts teams to outline which Leader Moves will be made by who, how they will be made, and when they will be made in the timeline toward systemic change.

Step 6: Assessing Leader Moves and Process Worksheet: The final worksheet provides a way for leaders to hold themselves accountable in the systemic change leadership process by identifying what is working, what is not, and how to strategize moving forward.

5. Case Studies: To help leaders understand the Toolkit in action, we provide several real-world examples of how Change Leader Moves were made to reach systemic change project outcomes on a variety of different campuses. These Case Studies represent different institutional types and change projects and provide insight into how leaders in various roles and with different levels of agency made certain Leader Moves and pulled particular Levers to achieve their project outcomes. Visit <https://pullias.usc.edu/clt-case-studies/> to access our Case Studies

6. Resource Library: The last section of the Toolkit is a comprehensive Resource Library where we link specific tools and a reading list that can help assist in the systemic change process. There are resources and tools that focus broadly on the systemic change process, as well as resources that align with specific Change Leader Moves. Visit <https://pullias.usc.edu/change-leadership-toolkit/> to access our Resource Library.



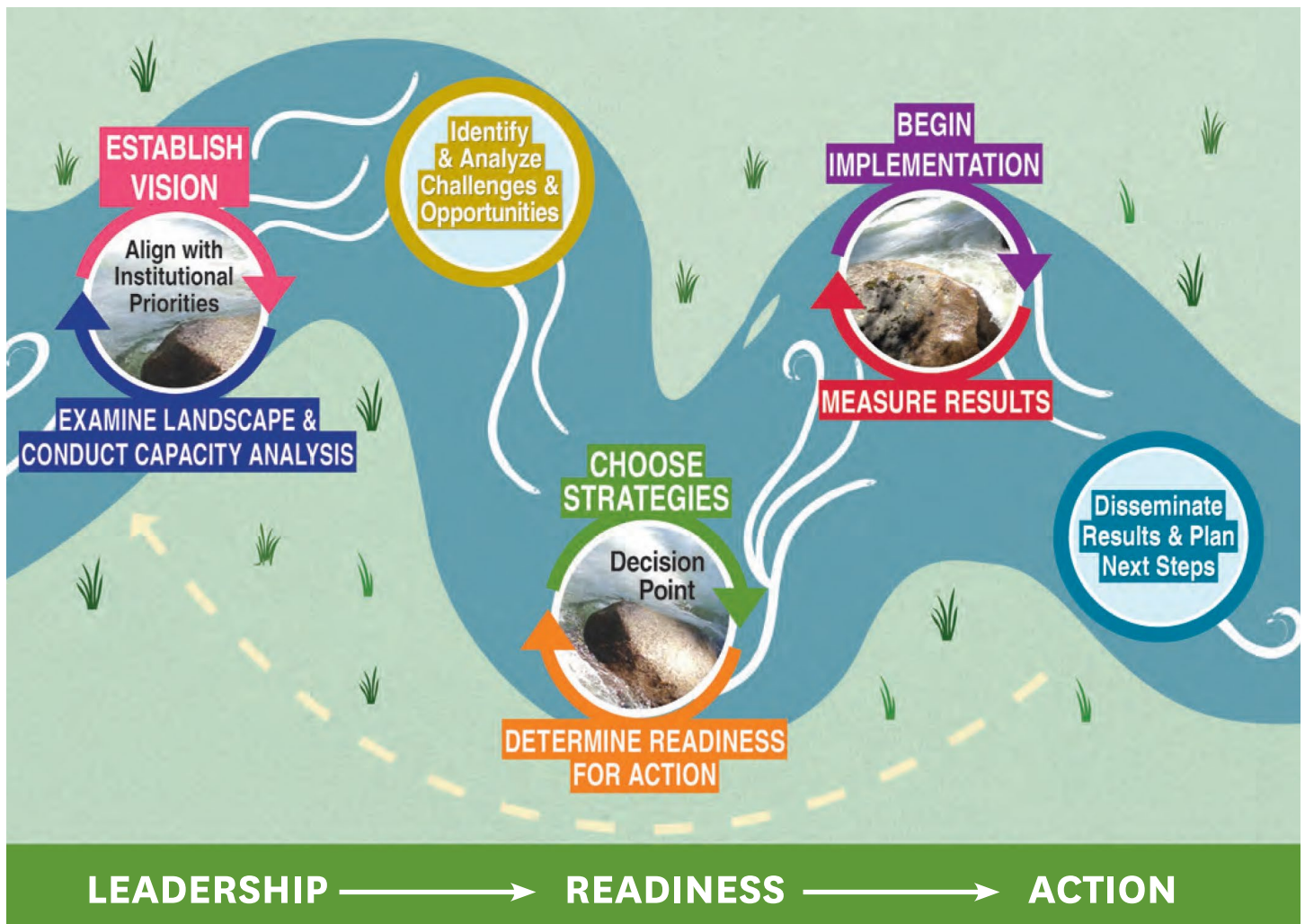
SECTION 1: GUIDING FRAMEWORKS AND BACKGROUND FOR CHANGE

Two main frameworks supported the development of the Change Leadership Toolkit. We first describe the *Keck/PKAL Model for Systemic Institutional Change* as a way to understand the complex process of change. We then introduce the equity and social justice framework lens applied in the development of the Toolkit found in the book *Higher Education Administration for Social Justice and Equity*.

The Keck/PKAL Model for Systemic Institutional Change

Systemic change is a long-term journey. There are several different models and theories of change that have tried to capture this complex process that occurs over time. One example is Kotter's eight-step process model (Kotter, 1996). Another is the model developed and published by Elrod and Kezar (2016) to advance change in undergraduate STEM education, shown in Figure 1. This model, which conceptualizes the change process as a river, is a helpful visual representation of the systemic change process over time.

Figure 1
The Keck/PKAL Model for Systemic Institutional Change in STEM Education



The Keck/PKAL model uses a river metaphor for change because the flowing nature of a river can mirror the process of institutional change that is both dynamic and in constant flux. In this model, the flow corresponds to the change process with obstacles or challenges in the course of change shown as rocks and eddies (circular arrows) that may slow the flow. Those traveling on the river may enter or exit the “river of change” at any point due to competing campus priorities, shifts in duties, leadership changes, fatigue, or other contextual changes. Sometimes the river is flowing smoothly and leaders are moving their change efforts forward, while other times they may hit rapids and be unable to move forward until issues are addressed. Similarly, there might be new travelers joining the team on the river who bring new energy, skillsets, and ideas to the systemic change process. As stated at the bottom of the river diagram, progress through the flow requires leadership, assessment of readiness and, ultimately, action. The moves described in this Change Leadership Toolkit can be mapped onto this river process. Explore the [Keck/PKAL Model for Systemic Institutional Change in STEM Education](#) guidebook to learn more about the change journey.

Social Justice and Equity Mindset for Application of Toolkit

The Change Leadership Toolkit embeds equity and social justice in the systemic change process. We recognize institutions of higher education perpetuate inequities for minoritized communities such as first-generation college students, low-income, Black, Indigenous, People of Color (BIPOC), women, and those from the Lesbian, Gay, Bisexual, Transgender, Queer and more (LGBTQ+) community. This recognition is important when engaging in systemic change so that leaders explore their change project goals and outcomes and consider whether they are reinforcing inequities or moving toward equity. Kezar and Posselt (2020) speak to the need for infusing an equity and social justice framework into higher education leadership and administration. This Toolkit applies critical elements of the equity and social justice framework presented in their book, *Higher Education Administration for Social Justice and Equity*, to the change process. We took several specific steps to ensure that this framework was authentically embedded throughout the Toolkit.

First, we engaged numerous diverse leaders across institutions and identities in the creation and refinement of the Toolkit who provided us feedback of these perspectives in practice. They

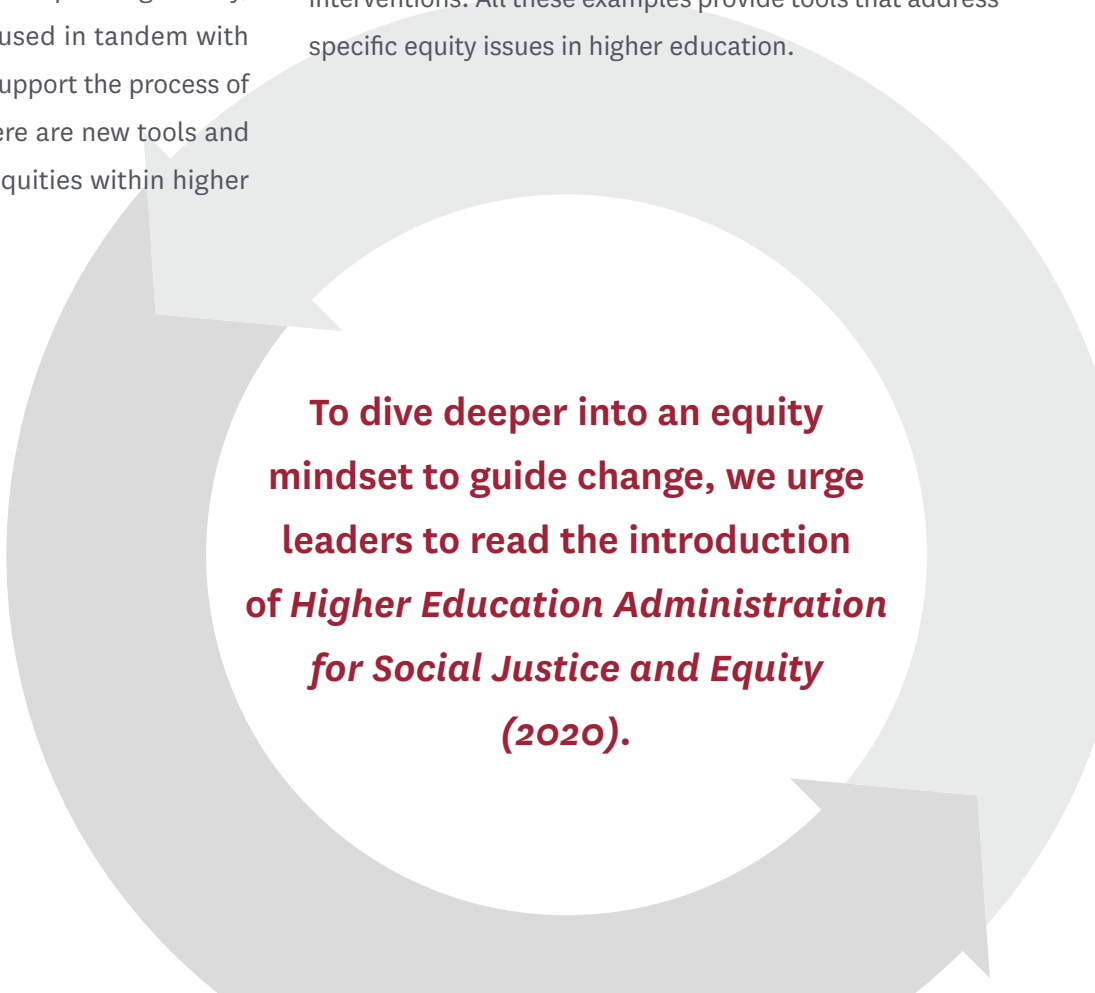
shared insights as to whether the Ecosystem Model, Change Leader Moves, and tools reflected the concerns of minoritized leaders and would help address inequities. For example, in the Change Leader Moves categories, beyond calling out explicitly *Fostering Diversity, Equity, and Inclusion (DEI)* as a Leader Move itself, we embed DEI across various moves. Similarly, in the *Lead People and Teams* Move we describe including those with minoritized identities on teams formed to lead change.

Second, we developed reflection activities that foreground equity. For instance, in the “What of Change,” section, there are questions about how the proposed change will address inequities on campus, and in the “Who of Change” section there are questions that speak to team formation and the need for diverse voices that help cultivate equitable change. Change leaders can also explore the ethical considerations of the systemic change being tackled through critical reflection and learning from past change projects, with the goal of pinpointing where past efforts went awry or had inequitable outcomes (Kezar & Posselt, 2020). The Toolkit activities require reflexivity, sensemaking, and learning, which all support equity-mindedness in the systemic change process.

Third, an important component of any leadership practice is the need for critical consciousness about power and knowledge of self and positionality. Therefore, part of the Toolkit requires leaders to understand their own positional role. Change agents must consider who they are, how the systemic change process would benefit from more diverse perspectives, which perspectives might be missing, and how to create diverse teams to tackle systemic goals. Without reflexivity, leaders are likely to perpetuate inequities, thus self-reflection and vigilance in praxis is key to break down the cycle of oppression and inequality in the systemic change process (Kezar & Posselt, 2020). We suggest leaders aiming to enact systemic change must understand that “administrative practice informed by social justice demands” self-reflection, that who we are, and our identities are at play with what we do, our roles as leaders.

While this Toolkit supports change leadership more generally, our hope is that this Toolkit can be used in tandem with specific equity-focused resources to support the process of systemic change. In recent years, there are new tools and resources used to tackle specific inequities within higher

education (i.e., graduate admission, equity gaps in student outcomes). For example, The Center for Urban Education (CUE), which has been a leader in advancing racial equity for decades, has a robust set of **Racial Equity Tools** to help tackle systemic inequity in various capacities. We include some of their tools within our **Resource Library**. Similarly, The National Association of Systems Heads (NASH) has developed **The Equity Action Framework**, which engages campus-wide constituents in various activities that advance equity in their work. Another example is **The Alliance for Multi-campus Inclusive Graduate Admissions (AMIGA)**. The AMIGA project aims to encourage adoption of equitable and inclusive admissions practices in humanities, in particular for women and those from minoritized backgrounds. Other organizations, such as **Achieving the Dream**, are recognized for championing equity initiatives at community colleges to advance student success via innovative and evidence-based interventions. All these examples provide tools that address specific equity issues in higher education.

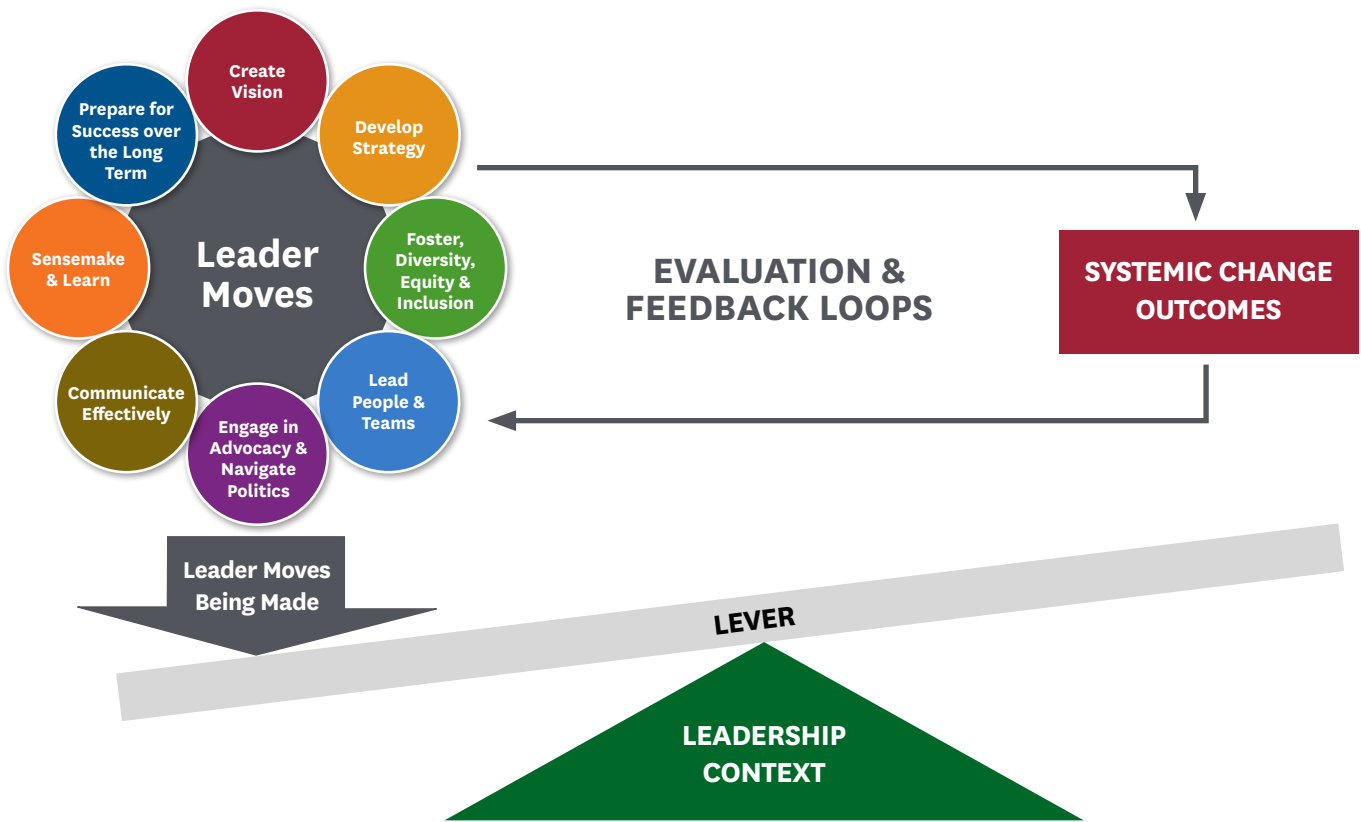


To dive deeper into an equity mindset to guide change, we urge leaders to read the introduction of *Higher Education Administration for Social Justice and Equity* (2020).

SECTION 2: OVERVIEW OF THE ECOSYSTEM MODEL OF SYSTEMIC CHANGE LEADERSHIP

To understand systemic change processes, we have developed an Ecosystem Model of Systemic Change Leadership. This model emerged through an iterative collaborative process with leaders in various roles and at different types of institutions across the nation. This model shows that leaders operate within a larger Leadership Context with varying opportunities and challenges that influence decisions, actions, and outcomes (Kezar, 2003).

Figure 2
Ecosystem Model of Systemic Change Leadership



The figure shows the three main components of the Ecosystem Model of Systemic Change Leadership:

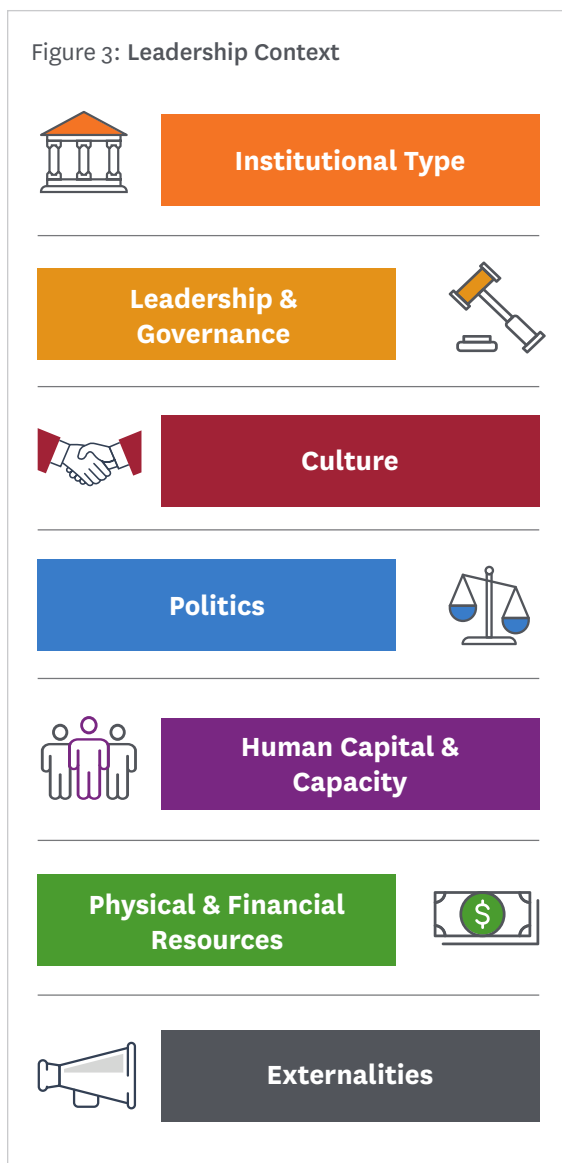
- 1 Leadership Context
- 2 Change Leader Moves
- 3 Levers

The model is grounded in the Leadership Context, represented by the triangle in the bottom of the graphic. Leadership Context may include many factors, from institutional type, leadership structure and governance, to institutional culture, politics, and external influences, all of which influence the systemic change process. The Change Leader Moves, depicted in the multi-colored circles on the left, are the collection of actions leaders engaging in systemic change can make that support their desired outcomes. These Leader Moves can be made one by one or in clusters, as well as in combination with one or more Levers.

A Lever is something that is used to amplify the Moves or assist in the change process. Levers can be thought of as opportunities to leverage and amplify the Moves that Change Leaders make in achieving the overall change goals.

Systemic change takes time, and the model shows this cycle occurring iteratively, over time (see arrows), with its interacting components being carried out by multiple different types of leaders working in concert. The arrows also represent the evaluation and feedback loops happening as the campus moves toward achievement of systemic change outcomes, resulting in adaptation, adjustments, and redirection of Change Leader actions as progress is made.

The model also aims to show that the change process is not static but rather a dynamic set of actions informed by contextual factors that can either be barriers or serve as opportunities to leverage. This model focuses on the process of change to remind readers that leadership is a complex endeavor that goes beyond individual actions or traits (Holcombe et al., 2021). The following sections describe each piece of the model in greater depth: Leadership Context, Change Leader Moves, and Levers.



Leadership Context

In any systemic change project, there are a variety of contexts within which leaders are operating that influence what a leader might do and how they might do it. These contextual factors could result in change being made—or not. On average, 70% of change initiatives fail in the implementation process (Kezar, 2018). Therefore, Leadership Context is an important part of the change process for leaders to consider (Kezar, 2018). Both internal and external Leadership Contexts can influence the systemic change process (Elrod & Kezar, 2016; Kezar, 2018). Internal contextual factors are those aspects of Leadership Contexts that can be bound by the internal workings of the institution, whereas external contextual factors go beyond institutional boundaries.

This section describes aspects of Leadership Context that are derived from existing organizational change research in higher education, as well as important contextual issues that emerged from practitioner feedback in the development of this Toolkit (Kezar, 2018). In the model presented in Figure 2, Leadership Context is depicted as a triangle—the foundation upon which the Leader Moves are made. Figure 3 shows the main aspects of context that leaders should consider: institutional type; leadership and governance; culture; politics; human capital and capacity; physical and financial resources, and externalities. While not exhaustive, this list provides key Leadership Contextual factors that influence the systemic change process. Examples of each category of context are provided on the following pages.



Institutional Type

Institutional types span the **Carnegie classification** and can range from small liberal arts colleges to larger institutions whose missions may vary. Characteristics of institutional types can include public or private control, community college, research-intensive, or regional comprehensive institutions. Similarly, institutional types can be designated based on federal grants or other historical contexts of the institution such as Historically Black Colleges/Universities (HBCUs), Hispanic Serving Institutions (HSIs), Minority Serving Institutions (MSIs), and Tribal Colleges and Universities (TCUs).

→ *Why is institutional type so important for systemic change?*

Institutional type shapes institutional mission, team settings and composition, culture, and authority structures. For example, a community college's mission is grounded in open access for all, which will shape change initiatives differently than at a research university with a mission that focuses primarily on research and discovery. If change project outcomes infringe on, or conflict with, the institutional mission, leaders are more likely to encounter resistance in the change process. Just as campus mission is informed by institutional type, so is campus size. For instance, in contrast to leaders making Moves for systemic change at a small liberal arts institution serving 2,000 students, change agents at a large public institution serving 40,000 students will require a different series of Change Leader Moves that considers the bureaucratic and potentially siloed nature of a large public institution.



Leadership and Governance

Universities and colleges vary in their leadership and governance structures. The type of governing boards differ (from individual boards to system boards) as well as processes of shared governance (e.g., some have a faculty senate while others have a campus senate that includes faculty and staff). The relative power of faculty, staff, and administrators in decision-making also varies by campus. Some campuses have more top-down leadership and governance structures, while others have more shared governance models, and others may be loosely coupled systems that have uncoordinated or decentralized processes of power and decision-making.

→ *Why do leadership and governance matter for systemic change?*

Understanding leadership and governance structures matters when seeking to approach systemic change so leaders can develop strategies to navigate and use these structures to advance change. For example, if a campus has a top-down versus shared governance environment, this will shape how leaders may approach the process of developing a vision and obtaining buy-in, as well as modes of communication.



Culture

Every campus has a unique culture based on a set of shared basic assumptions, values, norms, and beliefs that shape its behavior, systems, structures, and processes. There are different levels of culture, ranging from the visible and tangible to the deeply embedded and even unconscious. It is especially important for Change Leaders especially to surface unconscious values or assumptions that may not be explicitly stated but nevertheless can meaningfully influence the change process.

→ ***Why is institutional culture so important for systemic change?***

Understanding the institutional culture is critical for avoiding missteps or making assumptions that fail to account for either articulated or unspoken rules, values or processes. For example, based on long-standing practices, particular forms of communicating or interacting with faculty, staff, and students might be expected of leaders in a change process. Therefore, leaders need to consider the unique ways that campus culture may influence not only what Moves to make but, probably more importantly, how to make them.



Politics

Politics in this context refers to the informal systems of influence and power that are at play on campuses which may help or hinder the achievement of organizational change goals and outcomes. While governance is the formal system used for decision-making, it can be influenced by or overlap with more informal and often unspoken political processes. Change Leaders must understand both the formal and informal channels of influence, power structures, and the key players who are involved in how these processes result in decisions being made.

→ ***Why is politics important for systemic change?***

Institutional politics provide the basis for understanding the influence and power structures which can shape leaders' every Move, from creating a vision, to communicating about change goals, to sustaining changes made successfully. It is particularly important for understanding and addressing political dynamics that can present barriers to change efforts. Being aware of the political context can inform who change agents can rely on, recruit, or mobilize as allies for change.



Human Capital and Capacity

Another contextual category that can influence the success of change initiatives focuses on the people needed to engage in and enact change processes. This includes not just who is involved, but also how they are recruited, incentivized, trained, and rewarded to carry out change goals. Campuses have different types of employment patterns, contractual arrangements, and opportunities for professional development. For example, faculty contracts can range from full-time tenure track to part-time contingent faculty, changing how faculty in these different groups might be engaged in a change process. Additionally, some staff are employed by the institution, while others are outsourced and employed by an outside company, so the ability to involve them in a change will also differ. Moreover, rewards and incentive systems define what is valued and shape the ability to motivate and involve different groups in change processes. These reward systems can be leveraged or perhaps altered to support engagement, such as course releases for faculty or offering stipends for staff to participate in ways that go above and beyond their normal duties.

→ ***Why is human capital and capacity important for systemic change?***

Human capital and capacity can constrain or enable changes—the right combination of people with the right mix of skills is required for making change. Further, reward and incentive systems can either support or hinder change as they encourage or discourage certain behaviors on the part of Change Leaders. Understanding that these systems may need alteration is an

important part of the context for change. For example, if participating in a change project will require additional time and labor that goes unrecognized and unrewarded, even well-meaning leaders might not participate unless incentive systems are changed.



Physical and Financial Resources

This contextual category relates to an organization's financial, material, and physical assets that provide resources to support change efforts. Change efforts require funding and often spaces in which new programs can operate. They may also require other material resources, such as technology, data systems, software, and other infrastructural items that might enable change.

→ *Why are Physical and Financial Resources important for systemic change?*

Although institutional leaders and teams might be eager to start change, if capacity to support the change is not there, it will eventually stall. Recognizing what funding, spaces, data systems, technology or other material resources might be needed is important to address up front, so they do not become barriers along the way.



Externalities

This category of Leadership Context includes any external factors that impact or influence institutions, from governmental policies or state system processes or accreditation bodies and associations, to philanthropic, foundation, and granting agencies. For example, legislation affecting higher education funding in a state may shape ways change could proceed, or inclusion of new accreditation standards could require changes to institutional priorities that could either align with, or undermine, a planned systemic change effort. Other externalities that may impede or enable change include changes to federal laws, economic development funding, or local political issues such as controversy around critical race theory.

→ *Why is it important to be attuned to external influences on systemic change?*

These larger societal and national contexts influence what may or may not happen on campuses, both public and private. Leaders engaging in systemic change must be attuned to specific external pressures affecting their campus to leverage or address the ones most relevant to the change process. For example, during the height of the COVID-19 pandemic, national mandates influenced institutional leaders' responses to how they addressed various challenges such as meeting basic needs and instruction modality. Many institutional change efforts already underway were paused and, as the pandemic subsided, a new external landscape emerged resulting in reframing or re-energizing change efforts. Federal Higher Education Emergency Relief Fund (HEERF) funding provided opportunities for supporting students or catalyzing infrastructural advances.

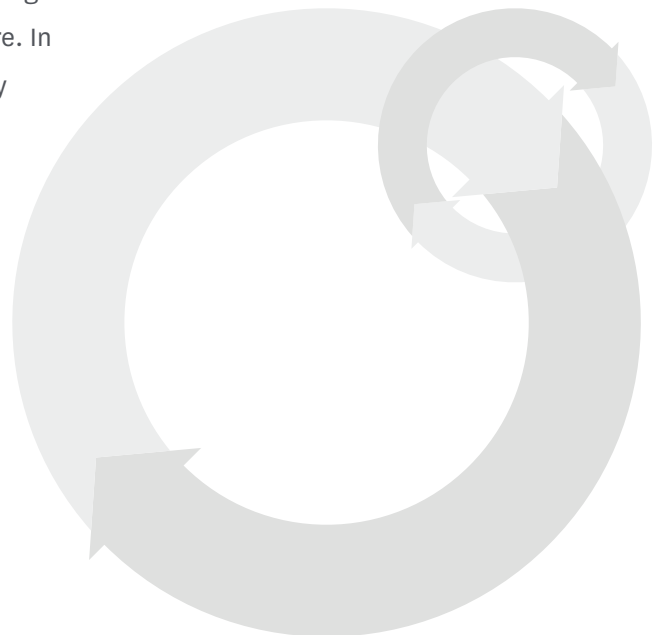
These Context features emerged from our research with campus leaders/leadership teams attempting to enact change and the most critical Context areas that they contended with that shaped their success. While we identify some of the most common context features, this is not a fully exhaustive list. A more comprehensive overview of Leadership Change Context can be found in Ch.6 of *How Colleges Change: Understanding, Leading, and Enacting Change* (Kezar, 2018). For other perspectives to think about Leadership Context consider exploring Bolman and Deal's (1988; 2021) *Reframing Organizations* linked in our Resource Library.

Example of How Leadership Context Influences Change

It is critical to understand how multiple contexts (both internal and external) shape systemic change possibilities and outcomes over time (Elrod & Kezar, 2016; Kezar, 2018). For example, in our University of Portland (UoP) Case Study, leaders assessed their Leadership Context before deciding what Change Leader Moves to make toward their project of redesigning STEM courses through collaborative pedagogy. The team leader, Stephanie, recognized how the Leadership Context of the Catholic mission and affiliation of the institution informed the chain of command in decision-making processes, resulting in what she identified as a hierarchical organization.

This context meant that leaders in positions of formal authority within the organization structure played a significant role in influence and decision-making and could not be excluded from change processes. Awareness of this context shaped all the Change Leader Moves made by Stephanie and the leadership team. Recognizing the institutional type (i.e., Catholic mission and affiliation) and culture (hierarchical organization) were important Leadership Contexts that informed team formation, Leader Moves to make, and Levers to pull to maximize the systemic change outcomes. Therefore, Stephanie used her insight around these Leadership Contexts to intentionally select the leadership team, including specific members with hierarchical power and authority who could make certain Moves in particular decision-making arenas. The team paid attention to the governance structures and communication processes as a way to navigate politics, achieve buy-in, and make key decisions around their systemic change. Stephanie knew that because of the organization's structure and culture, specific individuals would need to deliver the messaging around the project to specific audiences, so she created a diverse team who could communicate across different stakeholders in the institution (i.e., faculty and administration). To illustrate how this happened, when it came time to talk about teaching and technology, having a leader from her team present who specialized in education/human technology was a strategic Change Leader Move.

In other instances, when delivering updates about the project to the faculty council, Stephanie knew her role as department chair would carry weight in presenting to her colleagues in this governance setting given the organizational culture. In both instances, the leadership team took into consideration who they were speaking to and where in the hierarchy each group was in order to influence stakeholders most effectively in supporting change project outcomes. This example showcases how Leadership Context can influence the Change Leader Moves. Explore the full UoP Case Study to learn more.



Change Leader Moves

We have defined eight categories of “Moves” or actions that Change Leaders make in creating successful, systemic, and sustainable change that we refer to in this Toolkit as Change Leader Moves. They are shown in Figure 4 and briefly described below.

Create Vision, Expectations and Pacing

These Moves result in the development and articulation of a shared vision drawing widely from campus stakeholders as well as articulation of goals, outcomes, and timing. This vision is most successful when aligned with the institution’s mission and must be cognizant of prior relevant systemic change efforts (successful or otherwise).

→ **Why this Move is important:** The team must have a shared vision of what they are trying to accomplish in order for change to be successful. Without a clear, shared vision, everyone will have their own idea about what is important, and the team may become fragmented or unable to agree on what needs to be done. It will also be difficult for the team to communicate what they are trying to achieve to others who need to get on board for support or resources.

Develop Strategy and Resources

These Moves result in the development of an appropriate set of plans that include actions that are equitable to reach the desired vision as well as organization of revenue (with an eye/lens on who is impacted), infrastructure, and people resources needed to be successful.

→ **Why this Move is important:** Without a plan, change will not happen. Plans are important so the team and others who are involved have a roadmap for not only knowing where they are going, but how they will get there. These plans must be created in alignment with the vision as well as with other campus priorities for the greatest success.

Figure 4:
Change Leader Moves



Foster Diversity, Equity, and Inclusion

These Moves ensure attention to diversity, equity, and inclusion (DEI) throughout the initiative. They involve using a DEI lens to situate the work, develop strategies, address cultural issues, and ensure the inclusion of diverse voices and perspectives across social identities (e.g., women, BIPOC, 1stGen, etc.), positional identities (e.g., student, faculty, staff) and other constituents’ interests (e.g. community members).

→ **Why this Move is important:** The most effective change comes from contributions by people with different perspectives, experiences, and backgrounds to ensure that whatever occurs in the change project meets the needs of the diverse audiences being served. Also, when only a small group of like-minded individuals are leading an effort, they may have tunnel vision and not be able to see areas for needed improvement. Including diversity and being inclusive will help avoid inequities.

Lead People and Team

These Moves result in the development of high-functioning individuals and teams that drive success in any systemic change initiative. Leadership teams should be diverse not just in terms of disciplinary background or expertise but also social identities and life experience. They should be organized with expertise and perspectives focused on the change goals, inclusive of appropriate stakeholders, and attentive to the development and empowerment of leaders.

→ **Why this Move is important:** Change is not led by a single individual but requires that many people are involved in the effort. Systemic change in particular touches many areas of the institution and thus requires a variety of leaders engaged in the process. Taking a team or shared leadership approach also ensures that leaders with diverse perspectives and experiences are included in the change process.

Engage in Advocacy and Navigate Politics

These Moves relate to understanding the dynamics of power and influence (informal and formal) and how to navigate them to achieve change goals, from recruiting key influencers and changing the minds of skeptics, to making the case to those in decision-making positions. These Moves also include effectively advocating for the change to various audiences in order to gain support and foster success.

→ **Why this Move is important:** Systemic change efforts involve an examination of practices and policies, as well as budgets, budget processes or other areas of the institution associated with power and influence. In addition, some changes require navigating challenging political territory, such as powerful committees or leadership structures. The identification of allies and the ability to win over skeptics may also be pivotal to success.

Communicate Effectively

These Moves result in strong communication about the change initiative, both internally and externally. Effective communication includes crafting messages that inclusively engage stakeholders in conversations, telling meaningful stories, and soliciting and listening to feedback to amplify the voices of change makers as well as success.

→ **Why this Move is important:** Change teams must effectively communicate about their work in order to gain needed support and resources, engage in strategy discussions with stakeholders, advocate for their project, and expand their base of support in order to reach all the areas of the institution that may be involved in the change process. It is also important to solicit and respond to feedback to ensure that all voices are heard and adapt strategies where necessary.

Sensemake and Learn

These Moves involve using data and information to understand perceptions, raise consciousness, and to bridge gaps in current and needed knowledge and understanding in order to ensure strong organizational learning and development.

→ **Why this Move is important:** Using data to inform change strategies will ensure that problems are well-understood, and challenges are well-defined so that they can be addressed effectively. Leaders should consider numerical as well as qualitative data to provide the widest view possible of the situation. Additionally, teams should monitor data as the change effort is getting started, but also over the course of the project to help the team make adjustments along the way.

Prepare for Success Over the Long Term

These Moves result in long-term project success and include ensuring ways to measure success and maintain momentum, identifying appropriate infrastructure required to scale and sustain the change (e.g., budget, policy, process, physical plant), building motivation and emotional support, understanding the human toll of change, and identifying next steps beyond the current project.

→ **Why this Move is important:** Change takes time, especially systemic change. It is easy to create a small pilot program, but long-term and scalable change requires shifts in infrastructure,

policies, norms, and culture. In order for leadership teams to avoid surprises or setbacks upon encountering a roadblock, teams need to think through possible challenges up front so they can prepare for them right from the start.

These eight Change Leader Move categories each contain ‘submoves’ that provide a more in-depth understanding of what they look like in action as leaders engage in systemic change efforts. These submoves will be highlighted in **Section 4, Step 5 Leadership Team Planning Worksheet** of this Toolkit.

Levers to Amplify Leader Moves

When leaders engage in systemic change efforts, they are faced with many opportunities to amplify change. In the Toolkit, these are referred to as Levers. A Change Lever is an opportunity that can be leveraged or that can be “pulled upon” or manipulated to advance or accelerate the desired change.

To help you better understand a Lever, simply put “...a Lever is a simple machine used to move an object at one location by applying a force somewhere else. By working at a distance, a Lever acts to magnify the applied force” (**American Association for the Advancement of Science, 2019, p.7**). Figure 5 showcases how a Lever can be activated by taking some action and, in our model, those actions are the Moves made by the change leadership team. Identifying Levers that may be used to amplify change will put the campus in a strong position to reach their change goals. Levers may be easier or more difficult to use, based on the Leadership Context shown in the diagram as a triangle, which can also shift. Leadership Contextual factors described above may present more challenges than opportunities, making it more difficult for the Lever to be activated; or the opposite may be true. While Levers can amplify the movement toward change, they are not always necessary for creating change.


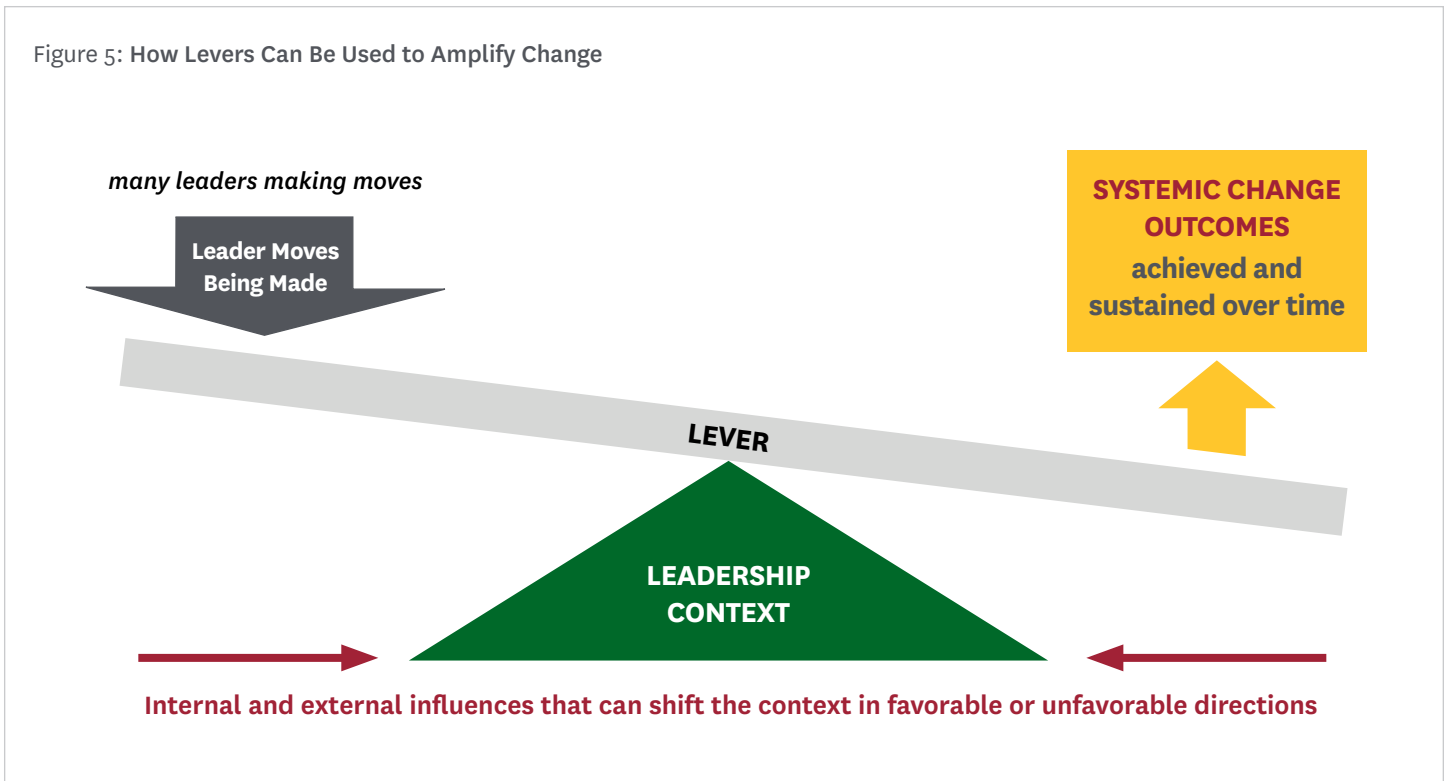


Figure 5: How Levers Can Be Used to Amplify Change



To help Change Leaders amplify change, a set of Levers were identified from systems research as well as the recent AAAS **Levers for Change** (2019) publication. Levers were identified in 11 categories, shown in Table 1 on the next page. They can range from internal opportunities, such as a new campus strategic plan that aligns goals related to the desired change, to opportunities such as participation in a national project sponsored by a higher education association. The Lever categories shown Column A are based on **Leverage Points described by Donella Meadows**, an ecologist and systems researcher, translated into a higher education context. Illustrative examples are provided in Column B to help higher education Change Leaders see how each lever category might apply in their context. The Levers are listed from most impactful at influencing systemic change starting at the top.

Table 1

Examples of Levers Available to Campus Change Leaders

LEVERS	Example
1. Campus (system) culture, norms and networks	Hierarchical or horizontal organizational structure, shared leadership approach, celebrations, anniversaries, reputation, symbols
2. Campus (system, state) strategic plan(s), including mission, master plan, diversity plan, and other plans	New or existing strategic plan, DEI plan, etc.; relationship to change goals
3. Governance and power structures—internal and/or external	Academic senate, governing boards, councils and committees related to the project
4. Affiliations with national association & organizations	Accreditation agencies, influential memberships, alliances, athletic conferences, peer institutions/aspirations
5. External partnerships & organizations, including regional, community, state, national or international	P-20 networks, national reports, partner associations, initiatives, networks, etc.
6. Policies, practices and structures—internal and/or external	Admissions policies, promotion and tenure policies, hiring practices, transactional practices, policy audits
7. Funding streams and sources	Budget models and revenue sources, including state sources, endowment revenue, grants, etc.
8. Rewards, incentives, constraints, perceptions	Salary structures, merit pay, scholarships, equity hiring pools
9. Communication structures and practices—internal and/or external	Websites, newsletters, campus meetings, local media, alumni magazines
10. Feedback systems	Data analytics, institutional research, advising portals, assessment systems
11. Costs	Tuition, fees, financial aid, emergency funds, food pantries, housing allowances, etc.; benefits or other employee programs

Here are a few scenarios to illustrate how Levers are being used:

- A campus leader might utilize a recent self-assessment as part of an accreditation process that identified student learning outcomes as a weakness. The leader could capitalize on this finding to further efforts on the campus to better serve students and help them succeed by having clearer learning outcomes for courses.
- If a campus is already re-examining promotion and tenure processes, leaders of change projects aimed at improving diversity, equity, and inclusion efforts might leverage this re-examination to create a vehicle for rewarding DEI work.
- A statewide policy on dual-credit high school courses may be a Lever for creating change regarding overcoming barriers to access for new student populations. Leaders can *Engage in Advocacy and Navigate Politics* around needed campus-based policy changes required to take advantage of the new statewide policy.
- A new campus budget planning process may provide a Lever for making Moves around *Develop Strategy and Resources* for getting the change effort started as well to *Prepare for Success Over the Long Term*.
- Implementation of a new campus data dashboard technology platform may serve as a Lever that illuminates key diversity gaps in student success or faculty demographics that might help accelerate Moves in *Sensemake and Learn* as well as in *Communicate Effectively* and *Foster Diversity, Equity, and Inclusion* categories regarding DEI change goals.

These Levers will come up again later in the **Systemic Change Leadership Worksheets** of the Toolkit. You will then have an opportunity to explore what Levers you might pull when activating a Leader Moves category.



SECTION 3: WHAT AND WHO OF CHANGE

According to Kezar (2022), “developing a multifaceted or shared approach to leadership” is a key aspect of systemic change that involves faculty, staff, and administrators across all units of campus (p. 3). Therefore, identifying who you have on board to support desired change goals and outcomes is crucial because certain Leader Moves might be more easily activated by some leaders based on their positional role and formal or informal power. In this section, we focus more on understanding how your “what” of change will help inform your “who of change.” Grounding your “what of change” (e.g. change goals and outcomes, scope, level, and focus) will help identify your “who of change” (potential leaders needed for the project).

What of Change: Identifying Goals/Outcomes & Scope, Level, and Focus

As you consider leadership team formation, it is important to keep in mind both your desired goals and outcomes of change as well as who has the ability and resources to help achieve these results. The outcomes of your desired change can help leadership team formation as you identify what Change Leader Moves particular leaders might make given their role(s) and agency. Additionally, revisiting your goals and outcomes of change will help you think about potential tensions and obstacles that might arise. Kezar (2018) highlights that in some change processes, resistance will emerge based on stakeholder interests and desired outcomes of systemic change.

For example, Kezar et al. (2021) showcases a variety of leaders engaging in equity initiatives at various campuses across the nation who note facing unique challenges of leading equity work because of the tensions between a want for change that often challenges the status quo within institutional cultures. Because “every change process is value-and interest-laden,” change agents should gauge who benefits from desired goals and outcomes of a project and whose interests are served in such achievement (Kezar, 2018, p.23). Depending on the scope, level, and focus of change, different types of initiatives may garner buy-in or engagement more or less easily. Examining the goals of change in relation to who might be impacted is an important consideration to make as part of the change process. Use the questions below to briefly reflect on your goals and intended outcomes of change.

GOALS AND OUTCOMES OF THE CHANGE INITIATIVE

What are the goals for the change project (including any subgoals)?

GOALS AND OUTCOMES OF THE CHANGE INITIATIVE (cont.)

What are the stated outcomes of the change project (should be measurable, but not exclusively)?

How will systemic change impact equity efforts (consider who might be impacted)?

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Scope, Level, and Focus of Change

You have identified the goals and outcomes of change. Now, consider the scope of this change. The scope of change can be understood in two ways: **first-order change**, a change that looks at “minor improvements or adjustments,” and **second order change**, where “values, assumptions, structures, processes, and culture” must be addressed for change to happen (Kezar, 2018, p. 71). Understanding what kind of change you are tackling will help determine the resources and capacity required in the project. Change happens at multiple levels—individual, group, and organizational. And depending on your scope, your systemic change project might require change across multiple levels.

Lastly, you should consider your focus of change, meaning the “phenomenon affected” (Kezar, 2018, p. 74). There are three types of foci: structures, processes, or attitudes/values. Structures refers to a focus on changing how aspects of the campus are organized, including elements such as leadership organizational charts or policies. Process-focused changes are those that deal with how things happen on campus, such as how students register for classes, or maybe the interview process for faculty, or other operations-related changes. Attitudes/values-focused changes relate to how people feel about their work in relation to structures and processes—in other words, the organizational culture (Kezar, 2018). As a change agent, a key

strategy in beginning or continuing your systemic change project should be aligning strategies for action (e.g. Change Leader Moves and Levers) with the scope, level, and focus of change. Below are a few questions to help you consider these change layers, think about the Leader Moves you will require, and reflect on which leaders might be positioned to make them.

REFLECTION ON SCOPE, LEVEL, AND FOCUS OF CHANGE WORKSHEET

Is your systemic project a first-order change or a second-order change?

At what level is your systemic change project nested (e.g. individual, group, organizational or multiple levels)?

What is the focus of your change goals and outcomes (e.g., structure, process, or attitudes/values)?

Who of Change: Leader Role(s), Agency, and Teams

Given the robust goals and outcomes a systemic change project can have across varying scopes, levels, and foci, creating desired transformation requires leadership not just from one leader, but many in a coordinated system that takes into consideration their various roles and agency. Therefore, change agents must be attuned to a “broad and expansive view of leadership,” one that doesn’t only consider “individuals in positions of power,” but rather considers a collective or network of members across the institution (Kezar, 2018, p. 135). We recognize there are differences between senior-level or top-down leader roles and those in bottom-up or grassroots positions; however, there are specific strategies that leaders in each set of roles can use to engage in change leadership work. Additionally, some Leader Moves can be seen as universal that can be activated regardless of positional role and agency. Below we provide a brief overview of how role(s) and agency can impact the change process.

Leader Role(s)

In this Toolkit we conceive of roles in two ways. First, we underscore that there are functional roles with certain duties, tasks, and actions that can shape change leadership. Functional areas in higher education range from student affairs and academic affairs to business affairs, auxiliary services, facilities, alumni relations, and development/fundraising, among others. Below we highlight three functional roles that are commonly involved in systemic change efforts.

- **Student Affairs/Services Roles:** Roles within this function are often associated with direct service and support for students. These roles include a variety of functions that pertain to the holistic development of the student. These functions include residence life, student life, cultural centers, student government, and many more that are primarily student-facing.
- **Academic Affairs/Services Roles:** These roles often have a direct tie to the learning function of the institution, such as leaders working in “teaching and learning centers, online learning, assessment, deans’ offices for a school or college, provost’s offices, and sometimes academic support programs” (Holcombe et al., 2022, p.8).
- **Faculty Roles:** These roles are associated with the teaching and learning that happens within the classroom. Faculty have a key responsibility in curriculum development—what gets taught and how. Further, faculty have traditionally played an important leadership role on campus through shared governance systems. There are a variety of types of faculty roles that are engaged differently on campuses (i.e., adjunct faculty, tenure-track faculty). A great example of a project that works to examine differences of faculty being hired off the tenure track is **The Delphi Project on the Changing Faculty and Student Success**.

Second, role relates to not just what you do—your function—but your positioning within the “organizational hierarchy—senior, mid-level, and ground-level” (Bess & Dee, 2008; Holcombe et al., 2022). In essence, role is then both the function assumed by a leader in a particular area and their level within the organizational structure.

In terms of hierarchical role, there are typically three levels to consider:

- **Senior leaders** are typically part of the presidential cabinet or presidents themselves. Senior-level leaders are able to work with a variety of campus leaders because of where they are situated within the organization. Similarly, they engage both with internal and external constituents as part of their role.

- Middle-level leaders include directors, department chairs and deans, institutional researchers, librarians, and deans of students. Often within hierarchical leadership structures, these leaders are positioned between two leadership forces with different needs and wants (senior and ground-level leaders). Mid-level leaders in change initiatives are positioned to be translators across different constituent groups because of where they are situated, serving as communicators who can bridge different messages across levels of the organization.
- Grassroots or ground-level leaders are those engaged in the core work of the institution, such as faculty, students, and entry-level staff. Their perspective will be informed by their work with students, whether inside or outside the classroom, or by their experience as students. While these leaders may not have formal positions of power and authority, they could have informal leadership roles that carry significant influence (Kezar et al., 2021).

Leaders across all the roles mentioned can be important change agents. As you navigate your systemic change project, you may need certain leaders at specific points to achieve desired outcomes. The functions and position of a role are not mutually exclusive from one another, and some might be seen as boundary spanning roles.

For more information and detailed overview of roles, explore Holcombe et al. (2022) *Leading from Where You Are: How Leaders in Different Roles Leverage the Values and Practices of Shared Equity Leadership*.

Leader Agency

Agency relates to who you are and what you bring (e.g., identity, passion, experiences, social status) to your role that empowers you to act (e.g., capacity) (Kezar, 2018; Kezar et al., 2021). These different facets that shape one's agency are important when considering systemic change efforts. For example, a leader who is passionate about sustainability might engage thoroughly in a system-wide climate change initiative for their students. Their passion for sustainability and environmental concerns can be a motivator into entering an existing change project, however, based on what they do on campus, their formal role, they might be placed or best situated in a certain area of the change process to provide insight and support change outcomes. Another example might be a campus working to develop a supportive culture for transfer students. A faculty leader who was a transfer student at one point might choose to engage with these efforts and join the campus-wide committee because they can pull from their own experiences to help the change process. Similarly, a first-generation administrator who is the director of retention-based programs might not only be able to ignite change because of their functional role and administrative skills, but also because of their personal identity and experiences. This leader might utilize their agency to advance support for first-generation students by establishing a new student orientation that is culturally responsive to these nuanced needs.

Knowing what level of agency leaders can exercise will help develop appropriate strategies to employ toward systemic change. This is because leaders' agency is influenced by the structural and cultural aspects of the ecosystem in which they find themselves leading (e.g., Leadership Context, opportunities, and barriers). A senior-level leader for example, might choose to closely align strategies of change with their formal positional power. Say a president of a university is charged with helping to establish the values, vision, and

mission of change. This charge will inform their work on using planning mechanisms, such as resource allocations or changes in motivational techniques such as incentives and rewards (Kezar, 2018). Senior-level leaders, like a president, can have wide-ranging agency that impacts the campus-wide community across scope, level, and foci of any change.

These aspects of leader roles and agency can overlap as it relates to one's function, social status, and power within an institution's organizational chart. For example, senior-level leaders are often in vantage points that offer positional power, thus they might have the opportunity to use multiple Leader Moves while pulling various Levers to maximize change. Senior leaders "often have the ability to mandate change, alter rewards structures, use devices such as strategic plans, refine mission and vision statements, and have other mechanisms to support changes" (Kezar, 2018, p.136). This is because roles are embedded within formal structures that provide specific positional power and influence (Kezar, 2018). Mid-level leaders, however, have the opportunity to act on their agency and engage "smaller spheres of influence" helping navigate teams through challenges, identify and share opportunities, while affirming successes of their team (Holcombe et al., 2021, p. 203). Grassroots-level leaders for instance, regardless of where they are positioned, have the agency to generate excitement about a new initiative and help implementation and its success by identifying sources of resistance, advocating, and cheerleading as ways to link larger vision of change (Kezar et al., 2021).

Forming Teams

Extensive work on change and leadership supports that a team approach is often much more successful at achieving change than having leadership efforts rest with a single leader or few individuals (Bensimon & Neumann, 1993; Kezar, 2011). However, forming a team must be done with intentionality. When we say team(s), we draw from Bensimon

and Neumann (1993) where a team is not just an assemblage of people from across the institution; rather, a team consists of individuals that come together within an organizational context to build capacity toward "innovation, problem solving, and productivity" (p. iv). Team members must be "carefully selected, oriented, and socialized" to avoid dysfunctionality and yield desired change outcomes (Kezar, 2018, p. 101). Thus, team formation must consider teams that are diverse not just by role, skillset, or knowledge, but also racial, gender, socio-economic status, experience, and backgrounds.

There is an array of benefits to utilizing a shared leadership approach that ultimately "fosters improved performance of both teams and organizations (Elrod et al., 2021, p. 50). Leadership teams need to know how to function efficiently and productively together and not just as a collection of individual leaders. Within a shared leadership framework, leadership as a process is "heavily influenced by context (both within and outside an organization), shaped by participants' interpretations of their environment, and takes place over time" (Holcombe et al., 2021, p. 28). This perspective aligns well with the framework in this Toolkit, where contextual leadership factors matter in relation to those making the Leader Moves. We recommend that teams work together to complete the components of this Toolkit in order to maximize the desired systemic change outcomes. Further shared leadership resources for team(s) to use to help them succeed over time are provided in the [Resource Library](#).

Now that you have revisited your goals and outcomes and scope, level, and foci of change, use this information to begin the process of identifying key Leader Moves to make and who might be needed to make them. Change Teams can vary in size from 8-10 on a smaller campus or within a department to 25-30 people for a more comprehensive institution-wide change effort. Below, take some time to write down who is

on your team and their role, and engage them in reflection on their agency and how the knowledge and skills they bring

to the project connects to the change goals you are trying to achieve. Use one row for each member of your team.

FORMING TEAMS			
WHO IS ON THE TEAM? Name	LEADER ROLE What function and organizational positioning do they represent?	LEADER AGENCY What do they feel empowered to contribute to in the change initiative? Consider identity, passion, experiences, social status.	KNOWLEDGE & SKILLS OF CHANGE PROJECT How do they have knowledge or skills about the change initiative?
Example:			
Maria Martinez	Department Chair	Woman, scientist, Latina, concerned about first-gen student challenges, alum of the university.	Created programs, taught courses, mentored students.

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For further details about skillsets or functions that are critical for teams, read chapters 2-4 of Bensimon and Neumann (1993) *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education*, and Kezar et al., (2006) *Rethinking the ‘L’ Word in Leadership: The Revolution of Research on Leadership*, the section on Team and Relational Leadership (p.62). Another resource—*Shared Leadership in Higher Education*, Holcombe et al. (2021)—explores team formation and other team processes that are also important to consider. While outside the scope of this guide, we recommend reading chapter 4, *Creating an Environment of Support for Shared Leadership: Building Organizational, Team, and Individual Capacity* in the book, *Shared Leadership in Higher Education*. Holcombe et al. (2021) outline considerations of forming teams and building team capacity through a clear and shared purpose, composed of diverse leaders with varying expertise, whose roles are clearly defined, who plan actions together in a collaborative process, and are provided opportunities for ongoing team coaching and development.

SECTION 4: SYSTEMIC CHANGE LEADERSHIP WORKSHEETS

This section of the Toolkit consists of an overview to timeline expectations for planning, and the six steps to explore related to planning Change Leader Moves that will move you toward your desired systemic change outcomes.

→ To start your Change Leader Moves process, **STEP 1** will require you to examine and understand the playing field for prospective Leader Moves via the **Leadership Context Worksheet**. Doing so will help you identify potential opportunities and anticipate barriers or challenges. Once you have contextualized your change process,

→ **STEP 2** is the **Levers Worksheet** that asks you to consider those aspects of leadership you noted as opportunities in the previous worksheet. This will help guide you to identify some Levers you can pull on when making your next Leader Move.

→ **STEP 3** is the **Change Leader Moves Inventory** to explore Leader Moves. In this worksheet, you will create an inventory of the Moves that may have already been made with respect to your change initiative/project. Review starting with the **Eight Change Leader Move categories**.

- If Moves have been made in one or more broad categories, identify them and comment on how well and/or effective (or not!) the Moves have been.
-

→ Next, **STEP 4** is the **Prioritizing Change Leader Moves Worksheet**. While determining which Moves should be made, **go back to your change vision** and **Leadership Context Worksheet**, and make connections to goals, opportunities, barriers, institutional types, culture, and Levers, with different Change Leader Moves.

- Identify a manageable set of Moves to focus on further in Step 5.
-

→ **STEP 5** involves the **Leadership Team Planning Worksheet**. Here you and your team will start with the Change Leader Moves you prioritized and dive into their submoves through a series of prompts that will help outline next actions.

- To help you understand more about how the Move might be made and then identify specific actions that are relevant to your initiative, review examples from our **Case Studies** and resources found in our **Resource Library**.
-

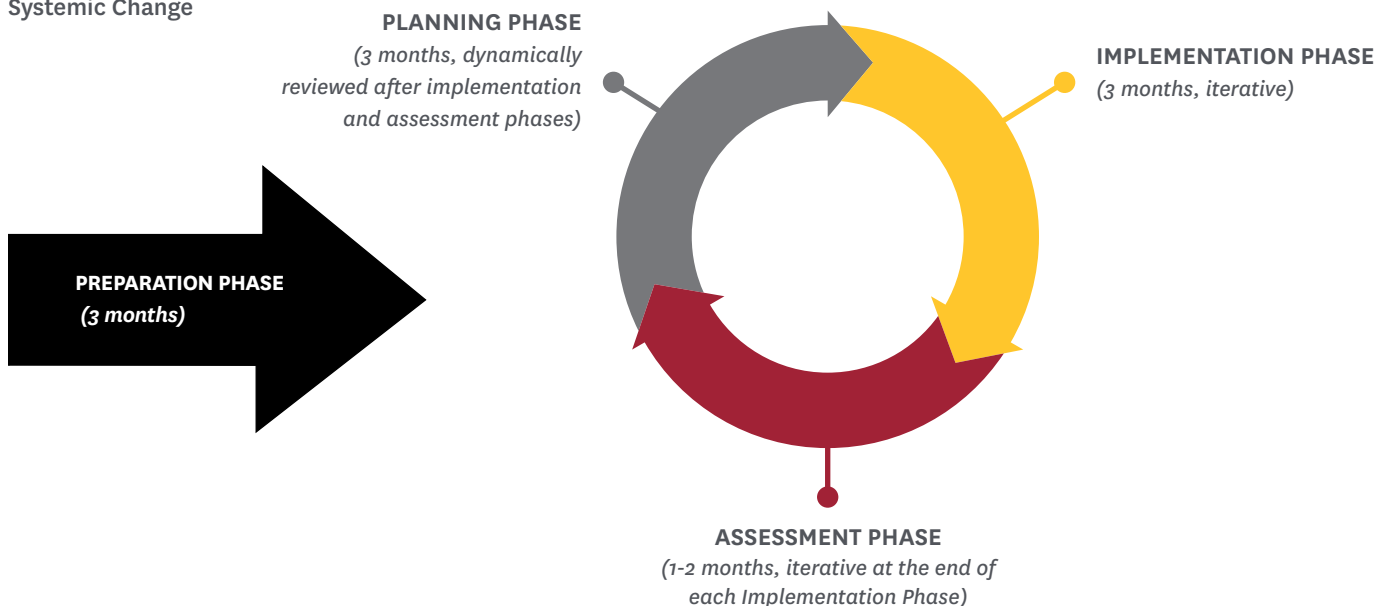
→ Finally, **STEP 6** gives leaders and teams the opportunity to reflect iteratively on their change process and engage in a continuous improvement process via the **Assessing Change Leader Moves and Process Worksheet**. Revisit this worksheet in three to six months to evaluate & celebrate progress and determine any changes, modifications, or new directions that need to be taken.

Timeline Expectations

Change takes time to accomplish but also takes time in the planning phases. This Toolkit is designed to help teams in that planning process as well as help teams implement the leadership required to make their change effective and long-lasting. Here we outline a series of phases that we hope helps you and your team develop appropriate expectations for planning timelines.

- **Preparatory Phase** (*3 months*): Teams should fill out the **Leadership Context Worksheet, Levers Worksheet, and Leader Moves Inventory** (Steps 1-3) to set the stage for more detailed Leadership Moves planning. Teams should complete this phase by answering the reflection questions (Step 1).
- **Planning Phase** (*3 months, dynamically reviewed after implementation and assessment phases*): Teams should plan to spend some time engaging in discussion to complete Step 5, **Leadership Team Planning Worksheet**. This document builds on responses to Steps 1-3 and will serve as a roadmap for teams to develop a leadership strategy to make progress on their change goals.
- **Implementation Phase** (*3-6 months, iterative*): Teams can now begin to implement their strategy by carrying out the plans defined in Steps 4 and 5.
- **Assessment Phase** (*1-2 months, iterative at the end of each Implementation Phase*): At the end of three to six month implementation phase, teams should use Step 6, **Assessing Leader Moves and Processes** prompts to reflect and evaluate how well their Leader Moves have been working, how to overcome barriers or how to make shifts or adaptations to respond to changing conditions or new situations. These assessment results should take teams back to Phase 2, Step 4 to review the Moves to determine if it is time to take on different categories or shift to different submoves within a given category.

Figure 6:
Phases of
Systemic Change



STEP 1: Leadership Context Worksheet

In the following section we provide a Leadership Context Reflection Question Worksheet that will help you/your team think about your Leadership Contexts and how they may serve as an opportunity or barrier in your systemic change initiative. Please look back at the **Ecosystem Model section related to Context** in order to refresh you/your team on the key aspects of the Leadership Context. The contextual reflection questions are grouped within the aspects of Leadership Context highlighted in **Figure 3**: institutional type; leadership and governance; culture; politics; human capital and capacity; physical and financial resources; and externalities.

Context Reflection Questions

When change agents recognize contextual factors in their systemic change process, they can more effectively align strategies with the institutional culture to achieve desired outcomes of change (Kezar & Eckel, 2002). This means leaders are successful when they consider their Contexts of change and identify how they may offer potential opportunities or barriers in the project. In this section of the Toolkit, we ask you to identify your Leadership Context. To help change leaders further explore Contexts in their systemic change project, the following section gives an overview of opportunities and barriers in the change process and contextual reflection questions to help guide leaders think through their Context of change.

Opportunities/Barriers for Change Process

→ **Opportunities:** Within systemic change goals and outcomes, there are both internal and external opportunities that can help achieve desired project goals. For example, a systemic change project might include updating the faculty handbook, which was the case for the University of LaVerne Case Study. The University of LaVerne leaders were looking to revamp the faculty handbook, and to do so they leaned on their institutional culture to garner buy-in to facilitate change. The University's culture,

driven by their institutional type of being a small liberal arts college, placed a strong value on frequent and meaningful faculty engagement in any change process. The change leaders understood that faculty touch points were readily available and important and thus could be used as a way to streamline feedback loops. As a result, they collected feedback and insights, updated, and presented new versions of the handbook. More on this can be found in the Case Study section of the Resource Library.

→ **Barriers/challenges/competing forces or pressures:** While contextual factors can serve as opportunities or Levers, they can also be barriers to systemic change if not navigated carefully. For example, in the Case Study with University of La Verne, their institutional culture had previously been a barrier that made the change process challenging. The change agents knew that a change in the handbook had been tried before, and they understood how faculty reacted to previous efforts. As a result, they knew they had to be very intentional in their communication efforts and make sure that various faculty voices were represented in the process this time around. This knowledge informed how they went about making changes to the handbook and how they presented new versions of it to different constituents.

We have developed a set of Leadership Context Reflection Questions that will help you identify and operationalize Leadership Context factors as a step toward making Change Leader Moves. Use the Leadership Context Reflection Questions Worksheet on the following pages to provide information on the college or university which you are working to effect change. Think about how your responses to these questions might serve as an opportunity or barrier toward aspired change outcomes. If you need a refresher on each aspect of Leadership Context, revisit the Leadership Context area in Section 2.

LEADERSHIP CONTEXT REFLECTION QUESTIONS WORKSHEET

INSTITUTIONAL TYPE (e.g., research, PWI, PUI, HBCU, RPU, HSI, MSI; public/private/community college)		
Context Reflection Questions	Response	Is this an opportunity or barrier that can help your systemic change initiative?
Example:		
How might your campus mission be drawn upon to support change? How might the research or teaching mission be a barrier or facilitator of changes?	Our new mission statement identifies serving diverse populations	This is an opportunity for us to provide some strategy to help the institution better meet its new mission.
What issues about campus are critical to know to move forward— demographics of student population, urban or rural-serving mission, collective bargaining agreement?		
How might the size (small vs large) of your campus shape creating a shared vision, importance of relationships, communications, sensemaking, politics?		
How might planning differ based on your size? (e.g. multiple plans for larger campus, one plan for smaller.) Are there existing strategic or other plans that might aid you in your change process?		

LEADERSHIP & GOVERNANCE		
Context Reflection Questions	Response	Is this an opportunity or barrier that can help your systemic change initiative?
<p>If your campus has a governing board, how might the board and its approach, policies or engagement either help or hinder your change process?</p>		
<p>Is there more or less leadership turnover (administrative and faculty) on your campus and how might this shape your change process?</p>		
<p>How are decisions made? What is the governance structure like and how can it be used to support change, or will it be a source of resistance? Are there particular committees or governance structures that need to be engaged in your change process?</p>		
<p>Can students be collaborators and support for change and change moves?</p>		

CULTURE		
Context Reflection Questions	Response	Is this an opportunity or barrier that can help your systemic change initiative?
Example:		
<p>How might teams be shaped by openness or lack of openness to new ideas? How might many different ideas in a change process (often on larger campuses) create conflict? Does your campus size or culture play a role? How might a small campus environment inhibit brainstorming and diverse ideas with a culture of consensus and homogeneity? How might facilitation help?</p>	<p>Our campus is stuck in “status quo” land! We have too many people who just want to keep doing everything the way they are comfortable, yet the world is changing around us.</p>	<p>This is a definite challenge for our change team because we need to help people see that we can’t just keep doing the same thing and expect a different result.</p>
<p>Is the campus culture siloed and bureaucratic? Is it more collaborative? How will this affect moves like communication, team building, navigating politics, and sensemaking?</p>		
<p>Do you need succession planning or professional development to ensure there are enough people to lead?</p>		

POLITICS		
Context Reflection Questions	Response	Is this an opportunity or barrier that can help your systemic change initiative?
Example:		
How are budget and resource decisions made and how will that affect your change process and outcomes?	We have a very closed budget process where the president seems to make all the decisions with no explanation.	This is a challenge for our project as we would like to work with campus leaders to identify some new resources to help us.
Does unionization impact the political landscape, possibilities for professional development, leadership work and any other issues related to the change process and moves?		
What are sources of resistance in your context? How does lack of turnover at small campuses create some embedded resistance? Unions? Alumni? State legislatures or state politics? How might these create politics that need to be navigated?		
Who are the influencers on campus—individuals, or formal or informal groups? How might they be used to advance your change process and outcomes?		

HUMAN CAPITAL & CAPACITY		
Context Reflection Questions	Response	Is this an opportunity or barrier that can help your systemic change initiative?
Example:		
<p>How do promotion, tenure, merit, and reward structures shape possibilities for change and Moves? How might they be changed to better support change and Leader Moves?</p>	<p>We have just incorporated new diversity expectations into our faculty Promotion, Tenure, and Review (PTR) policy.</p>	<p>This creates an opportunity for us to engage faculty in our project that is focused on examining systemic barriers to underrepresented student success.</p>
<p>How do leaders motivate faculty and staff? Can a small campus appeal to mission? Can a tuition-dependent campus use a crisis in enrollment to motivate change? Can a large campus create change based on faculty interests or passion or research areas of interest?</p>		
<p>Do you have the right faculty in place to enact change? Are change efforts being driven primarily by adjunct faculty who may not have the capacity in their workloads? How can you create a good mix of different types of faculty who are engaged? What staff are passionate about the project and how might they be engaged? What about student capacity to serve on task forces and provide key insights?</p>		

HUMAN CAPITAL & CAPACITY (cont.)		
Context Reflection Questions	Response	Is this an opportunity or barrier that can help your systemic change initiative?
What accountability systems are in place— from state, board, administration? Do they support the change? How can they be in support of Leader Moves? Do they need to be better aligned? Are they in conflict with the change?		
What type of professional development does the campus have? How is it aligned with the change? How can professional development support Leader Moves—for example, sensemaking or teamwork?		

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PHYSICAL & FINANCIAL RESOURCES		
Context Reflection Questions	Response	Is this an opportunity or barrier that can help your systemic change initiative?
	Example:	
What is your institutional research capacity like? Does it need to be built to better enable or support your change? How do you have access to institutional data?	We struggle with getting help from our IR office, they seem to just be focused on reporting data to the state and federal government.	This is a challenge for us as we know we need to do a data deep dive to better understand the change we would like to make and identify appropriate strategies for change.

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PHYSICAL & FINANCIAL RESOURCES (cont.)		
Context Reflection Questions	Response	Is this an opportunity or barrier that can help your systemic change initiative?
Do you have the classroom or program space available for the modified or new programs? Are there other facilities issues that need addressing or planning?		
Do you have space for the team to meet, offices to house personnel?		
What is the resource environment like on your campus? For campuses with fewer resources, can you draw on support from the state system, federal grants or other grants and philanthropic sources? What sources of support might exist for special mission campuses? How might change be tied to increasing enrollments in tuition dependent campuses? How might the financial model hinder or help the change?		
Do you have the technology, facilitates or other infrastructure support to execute the change? Can technology be leveraged to support teams, communication, planning, and other moves? Is a lack of technology a source of resistance or potential block to the change? Are facilities appropriate to the goals?		

EXTERNALITIES		
Context Reflection Questions	Response	Is this an opportunity or barrier that can help your systemic change initiative?
	Example:	
<p>Are there state or federal policies or programs that are related to the change?</p>	<p>Our system of higher education just passed a new policy on eliminating remedial courses.</p>	<p>This is an opportunity for us to focus our change efforts on first-year student success.</p>
<p>What initiatives, organizations or businesses in your community that are related to the change you are trying to achieve?</p>		
<p>If your campus is public or part of a state system, are there messages, policies and priorities that can be drawn on to support changes?</p>		
<p>Is your campus a member of a national association that has initiatives you might participate in that will help you advance your change, gain momentum and support?</p>		
<p>Are there state, federal, or philanthropic organizations that have grant programs aligned with your change goals? Do you have any major donors that can be engaged in your change project to support your goals?</p>		

EXTERNALITIES (cont.)		
Context Reflection Questions	Response	Is this an opportunity or barrier that can help your systemic change initiative?
Is your campus or the programs involved in the change project up for re-accreditation or accreditation? Can these processes or organizations be leveraged to support your change goals?		
Does your campus have goals to advance in any Carnegie classifications or national/regional rankings that may provide opportunities aligned with your change goals?		

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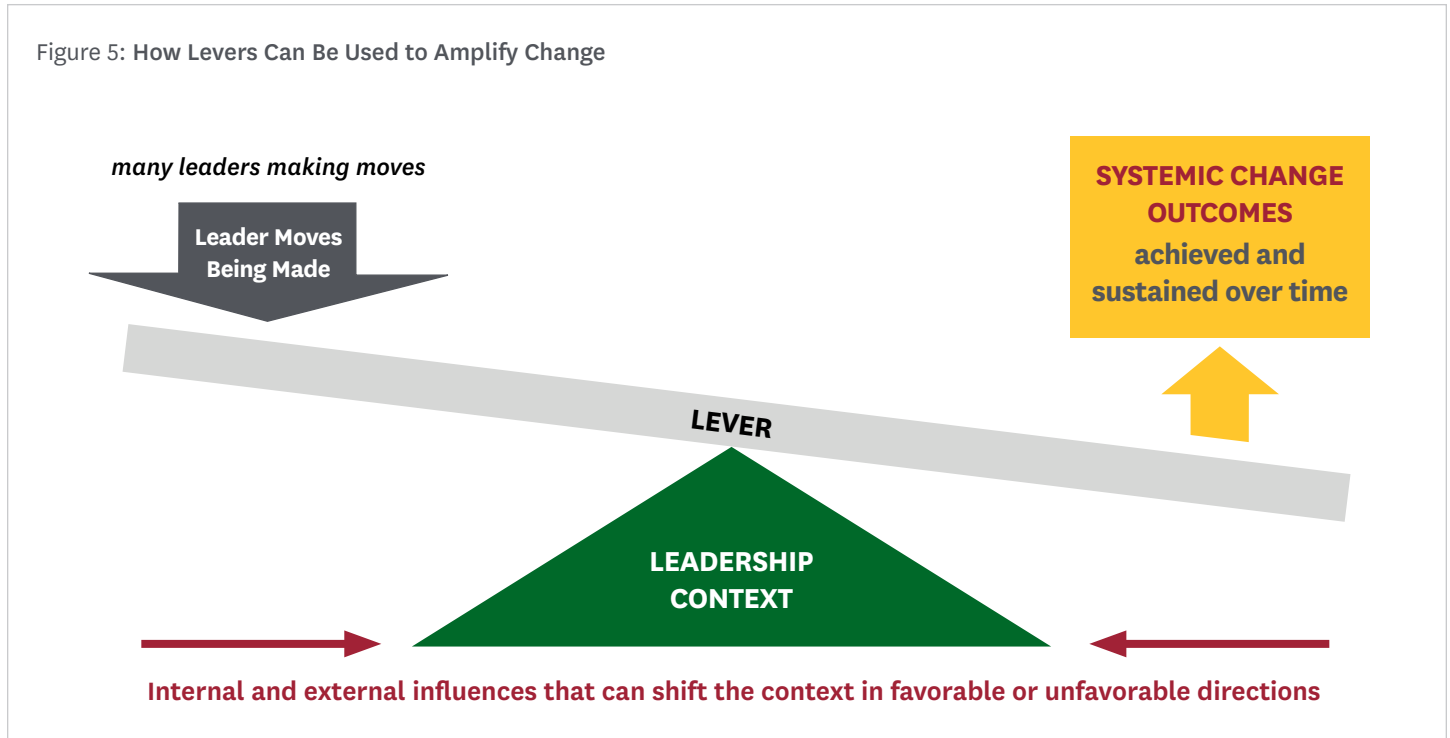
OTHER RELEVANT AREAS		

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STEP 2: Levers Worksheet

In Section 2 of the Toolkit, we provided an overview of what Levers are and how they function. We reintroduce Figure 5 that visualizes the interaction between Leadership Context, the Change Leader Moves, and Levers used to create change.

Revisit Figure 5 — Interaction between Change Leader Moves, Context, and Levers to create change



Based on your responses to the Context Reflection Questions and what you have learned about Levers, identify a few that might amplify your systemic change project. As a reminder, you will not necessarily use Levers in all the possible categories. We hope this section prompts critical reflection of the various Levers you might have at your disposal and how these might connect with your systemic change efforts.

List one or more Levers, but no more than five that you might use to amplify your systemic change efforts ([Click here to revisit Table 1: Levers](#)). Ultimately, you may pick only one from this list, but having several Levers at your disposal is a good exercise.

IDENTIFYING LEVERS WORKSHEET	
Lever	Why this Lever?

STEP 3: Change Leader Moves Inventory Worksheet

This section of the Change Leader Toolkit is designed to help you and your team evaluate existing Change Leader Moves. Below you will evaluate what Change Leader Moves have been made and how to more strategically plan future moves in subsequent sections of this Toolkit. After you have completed the inventory, we offer some reflection questions for you to consider.

<p>In which of the following categories have you (or your team) already made Change Leader Moves?</p>	<p>Identify status of each Leader Move category → No Action (N) → Beginning Action (B) → Ongoing Action (O)</p>
<p>1. Create Vision, Expectations and Pacing (V) These Moves result in the development and articulation of a shared vision drawing widely from campus stakeholders as well as articulation of goals, outcomes, and timing. This vision is most successful when aligned with the institution’s mission and must be cognizant of prior relevant systemic change efforts (successful or otherwise).</p>	<p>Example: N, We have not yet made this Leader Move.</p>
<p>2. Develop Strategy and Resources (S) These Moves result in the development of an appropriate set of plans that include equitable actions to reach the desired vision as well as organization of revenue (with an eye/lens on who is impacted), infrastructure, and people resources needed to be successful.</p>	<p>Example: B, We have begun to write a proposal for a new project we want to develop that supports minoritized students in STEM.</p>

<p>In which of the following categories have you (or your team) already made Change Leader Moves?</p>	<p>Identify status of each Leader Move category</p> <ul style="list-style-type: none"> → No Action (N) → Beginning Action (B) → Ongoing Action (O)
<p>3. Foster Diversity, Equity and Inclusion (D)</p> <p>These Moves ensure attention to diversity, equity, and inclusion (DEI) throughout the initiative. They involve using a DEI lens to situate the work, develop strategies, address cultural issues, and ensure the inclusion of diverse voices and perspectives across social identities (e.g. women, BIPOC, 1stGen, etc.), positional identities (e.g. student, faculty, staff) and other constituents' interests (e.g. community members).</p>	<p>Example: O, Part of developing our new program has included ongoing revisions and feedback loops from those who represent the program it is trying to serve.</p>
<p>4. Lead People and Teams (T)</p> <p>These Moves result in the development of high-functioning individuals and teams that drive success in any systemic change initiative. Leadership teams should be diverse not just in terms of disciplinary background or expertise but also social identities and life experience. They should be organized with expertise and perspectives focused on the change goals, inclusive of appropriate stakeholders, and attentive to the development and empowerment of leaders.</p>	
<p>5. Engage in Advocacy and Navigate Politics (P)</p> <p>These Moves relate to understanding the dynamics of power and influence (informal and formal) and how to navigate them to achieve change goals, from recruiting key influencers to changing the minds of skeptics to making the case to those in decision-making positions. These Moves also include effectively advocating for the change to various audiences in order to gain support and foster success.</p>	

<p>In which of the following categories have you (or your team) already made Change Leader Moves?</p>	<p>Identify status of each Leader Move category → No Action (N) → Beginning Action (B) → Ongoing Action (O)</p>
<p>6. Communicate Effectively (C) These Moves result in strong communication about the change initiative, both internally and externally. Effective communication includes crafting messages that inclusively engage stakeholders in conversations, telling meaningful stories, and soliciting and listening to feedback to amplify the voices of change makers as well as success.</p>	
<p>7. Sensemake and Learn (SL) These Moves involve using data and information to understand perceptions, raise consciousness, and to bridge gaps in current and needed knowledge and understanding to ensure strong organizational learning and development.</p>	
<p>8. Prepare for Success Over the Long Term (L) These Moves result in long-term project success and include ensuring ways to measure success and maintain momentum, identifying appropriate infrastructure required to scale and sustain the change (e.g., budget, policy, process, physical plant), building motivation and emotional support, understanding the human toll of change, and identifying next steps beyond the current project.</p>	

Now that you have an idea of Change Leader Moves that have been made, ask yourself and/or your team the following questions listed below. Include a reflection on your comfort level with the Moves, individually and/or as a team.

INVENTORY REFLECTION QUESTIONS WORKSHEET

1. Reflect on Moves you have not made (N above) and why you think Leader Moves in this category have not been made?

→ **Example: Ongoing Vision (N)**—We have not had a coordinated group of people who have come together around the project. There are several of us in different departments and units across campus, all with different campus responsibilities, and we don't have a good mechanism or motivation to bring everyone together.

2. Reflect on Moves that have been made (B or O). How successful were they and why? If B, how is it going?

→ **Example: Strategy/Resources (B)**—I have worked with two others to begin to think about how we might approach the problem, but we are stuck.

→ **Example: Diversity (O)**—This is a big focus for our campus, we have a new diversity plan and several committees across the university working on it.

INVENTORY REFLECTION QUESTIONS WORKSHEET

3. Now consider your Moves—both made and not made. Think about your comfort level in making or not making these Moves.

→ **Example:** for Vision—Not sure who else to include, plus I'm not sure we have a good leader for our small team anyway and we have some people on our team with strong opinions about what we should be doing. Need help with this. None of us are in formal leadership roles, nor have we done much in the way of leading something like this, so we are not very comfortable taking the lead.

4. Are there Moves in this inventory that did not occur to you? Why do you think this is?

→ **Example:** I was surprised by the Sensemake and Learn category because I didn't really think about how much having data would be important to forming a good change strategy. I look forward to learning more about this Move.

STEP 4: Prioritizing Change Leader Moves Worksheet

Because there are many Change Leader Moves, it can help to prioritize a set of Moves for more immediate action. Now that you know what opportunities and barriers exist within your Leadership Context and you have an inventory of Moves, this section might give you direction on what Change Leader Moves to start with or plan to make next. That being said, also look at the Levers that may amplify impact in the change process, as this too can help you decide which Change Leader Moves to initiate. As you take both factors into consideration, reconsider the Leadership Context you shared above in the Context Reflection Questions, in particular the opportunities discerned. What might these answers suggest regarding what Leader Moves you are best positioned to activate in your systemic change sequence?

PRIORITIZING CHANGE LEADER MOVES REFLECTION WORKSHEET

1. Draw from your Leader Moves inventory (Step 3). Based on what you discussed and noted, what might be the most important next one to two Leader Moves categories you and your team should focus on? For example, which Moves have not been made or which Moves have been made but may need to be advanced more?

→ **Example:** We need to build a cohesive vision (V) and create a team to help us do this (T), then we can move to strategy and resources (S).

-
2. Reflect on what Lever(s) are available to you/your team (Step 2). Based on your Levers identified, what are the greatest opportunities and/or challenges at your campus and how might these suggest which Leader Moves to make next?

→ **Example:** Although we have some internal resistance in moving our project forward, we have identified an external partner from an intermediary (Lever 5), who has aligned initiatives and a call for grant proposals that would provide resources and prestige needed to mobilize campus support.

PRIORITIZING CHANGE LEADER MOVES REFLECTION WORKSHEET (cont.)

3. Draw from your Leadership Context Worksheet (Step 1). Based on your Leadership Context Worksheets, what are the greatest opportunities and/or challenges at your campus and how might these suggest which Leader Moves to make next?

→ **Example:** We have a new campus president who is focused on goals that are similar to ours and she has established some related program priorities. However, we are not sure how many people understand or are on board with them. Focusing on building a team, gaining buy-in, identifying allies, etc. might help us get started.

4. Please review the responses to questions 1-3 and develop a set of priorities for moving forward.

→ **Example:** Given the president's goal, how can we start creating a cohesive vision to achieve that goal that leverages the president's priority?

STEP 5: Leadership Team Planning Worksheet

Based on the Change Leader Moves Prioritization Reflection Worksheet on the previous pages and what you noted as categories of moves to focus on next, use the chart below to indicate the specific Change Leader Moves and submoves you and/or team will make. Reflect on who should make them, why, how, and when the Leader Moves might be made. For example, if you answered above strategy and resources categories, jump down to those Change Leader Move sections on the following pages in this Leadership Team Planning Worksheet and start there.

We provide some examples in the table below to help you see how to use this worksheet. In the example project, you can see that the team has identified the following Moves for further focus and priority action (details can be seen in the worksheet):

V1 - Facilitate development of a shared vision

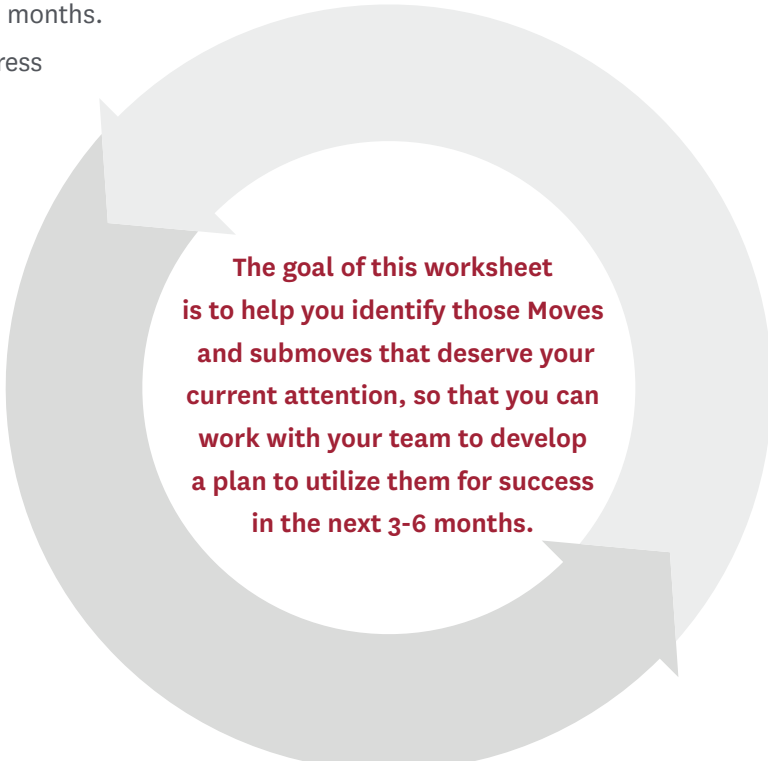
T1 - Identify, recruit & support key leaders, advocates & champions

C1 - Develop a compelling and coherent message about the vision, goals, and value of the initiative

Your team may identify several submoves on which to focus further development of your leadership plan, but take care not to select most or all of the submoves listed below, at least at the beginning. As you move through your project over time, you may stay focused on some Moves you started with, shift your leadership focus to other Moves, or identify some Moves that deserve constant attention and nurturing. If you feel like you have too many submoves identified, return to Step 4 to help you prioritize the Moves that will be most helpful. You may also want to consider which Moves might have the greatest impact or which ones may be easier to implement at first. The goal of this worksheet is to help you identify those Moves and submoves that deserve your current attention, so that you can work with your team to develop a plan to utilize them for success in the next 3-6 months.

Step 6 provides you with an opportunity to reflect on progress you have made every 3-6 months to adapt and refine your plan as your project advances.

** Note, that you might not fill out all the sections for all Change Leader Moves and submoves, as the purpose is to get you started based on where you have shown need, opportunity, and priority.*



The goal of this worksheet is to help you identify those Moves and submoves that deserve your current attention, so that you can work with your team to develop a plan to utilize them for success in the next 3-6 months.

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	<p>Is this a Move that SHOULD BE MADE?</p> <p>(a) Why? Include rationale based on context (data, goals, culture, etc.).</p> <p>(b) If so, WHO on the team is in a position to make the Move? Do you have who you need? If not, how will you recruit them (Hint: some Moves below might be helpful)?</p> <p>(b) If not, why not?</p>	<p>HOW might the Move be made?</p> <p>(Think through your Context based questions around resource allocations and institutional capacity. See also examples and links to resources and case studies)</p>	<p>WHEN should the Move be made? How does it map onto your change model/framework?</p> <p>(Short-term, mid-term, later OR time frame based on project timeline; some Moves may be continuous, others may be dependent on others)</p>
<p>CREATE VISION, EXPECTATIONS AND PACING (V)</p> <p>These Moves result in the development and articulation of a shared vision, drawing widely from campus stakeholders as well as articulation of goals, outcomes, and timing. This vision is most successful when aligned with the institution’s mission and must be cognizant of prior relevant systemic change efforts (successful or otherwise).</p>			
<p>Facilitate development of a shared vision with an understanding and ability to navigate the relevant internal and external landscapes, including institutional history of reform and where your project fits in to broader goals; identify appropriate locus(i) of change activity(ies)</p>	<p>Example:</p>		
	<p>YES!</p> <p>Why? We don’t have a cohesive vision yet and we have many different opinions about what we should do, how we should do it, and even what the goal is.</p> <p>Who? We need to form a more coherent team, a more diverse team, and we need a leader who can bring us together.</p>	<p>I think we can leverage our new Promotion, Tenure, and Review (PTR) policy that allows counting of DEI accomplishments to engage with faculty who are interested in DEI in their own work and focus on some of the Moves in the Lead People and Teams (T) category; we can use the PTR policy goals to frame our vision and work from that to connect it to our project goals.</p>	<p>Short/mid-term</p>

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
<p>1. Facilitate development of a shared vision with an understanding and ability to navigate the relevant internal and external landscapes, including institutional history of reform and where your project fits in to broader goals; identify appropriate locus(i) of change activity(ies)</p>			
<p>2. Articulate vision and reframe as necessary to maintain motivation; connect the dots especially to the bigger picture and beyond the university to societal/political/DEI or other important contexts, challenges or issues, challenges/issues</p>			
<p>3. Set pace and expectations of change with clear expectations and hold people accountable</p>			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
4. Create a sense of importance and urgency			
5. Negotiate the tension of fidelity to institutional mission with the need for innovation and responsiveness to the change urgency and agenda			
<p>DEVELOP STRATEGY AND RESOURCES (S)</p> <p>These Moves result in the development of an appropriate set of plans that include actions that are equitable to reach the desired vision as well as organization of revenue (with an eye/lens on who is impacted), infrastructure, and people resources needed to be successful.</p>			
1. Develop strategic plans that align with goals and vision			
2. Obtain new or reallocate existing resources, including fundraising, grant writing			
3. Identify and use relevant data to inform strategy and decision-making			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
4. Ensure coordination among various aspects (resources, data analysis, opportunities) and teams working on the project			
5. Secure and promote early wins; use wins to maintain pace of change (e.g., obtaining a grant, approval by provost to proceed, addition of a new community partner)			
6. Leverage existing opportunities, projects, initiatives strategic or other campus plans			
7. Anticipate and identify challenges, barriers, or bottlenecks (e.g., audit current policies and practices to determine alignment with changes or ways they may be barriers)			
8. Develop a plan to overcome challenges, barriers, or bottlenecks; evaluate and monitor progress			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
<p>9. Respond to and negotiate challenges, barriers, and bottlenecks to effectively overcome them (e.g., having difficult dialogues that address hot topics)</p>			
<p>FOSTER DIVERSITY, EQUITY AND INCLUSION (D)</p> <p>These Moves ensure attention to diversity, equity, and inclusion (DEI) throughout the initiative. They involve using a DEI lens to situate the work, develop strategies, address cultural issues, and ensure the inclusion of diverse voices and perspectives across social identities (e.g., women, BIPOC, 1stGen, etc.), positional identities (e.g. student, faculty, staff) and other constituents’ interests (e.g. community members).</p>			
<p>1. Apply diversity, equity, and inclusion (DEI) lens to the work; demonstrate the value of diversity in articulating how change will contribute to making progress</p>			
<p>2. Use knowledge of national landscape with respect to DEI; situate local diversity efforts in the broader/national diversity, equity, and inclusion agenda</p>			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
3. Use DEI-appropriate disaggregated data to inform goals and measure progress			
4. Understand how implicit cultural norms and biases intersect with, inform, or may impede change; develop approaches to address these issues as they arise			
5. Develop and value team leaders with diverse experiences and perspectives; identify opportunities to expand inclusion and representation			
6. Recognize possible taxation on groups who are overburdened sometimes based on their social identities (women, BIPOC, 1 st Gen, etc.) to do change work and create buffers to mitigate burnout and push-out for these diverse leaders			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
<p>LEAD PEOPLE AND TEAMS (T)</p> <p>These Moves result in the development of high-functioning individuals and teams that drive success in any systemic change initiative. Leadership teams should be diverse not just in terms of disciplinary background or expertise but also social identities and life experience. They should be organized with expertise and perspectives focused on the change goals, inclusive of appropriate stakeholders, and attentive to the development and empowerment of leaders.</p>			
<p>Identify, recruit & support key leaders, advocates & champions</p>	<p>Example:</p>		
	<p>YES!</p> <p>Why? We need to broaden our team.</p> <p>Who? Not sure yet—need to develop a strategy around this.</p>	<p>Perhaps we can start with the deans or department chairs or the faculty council to let them know what we are doing and get their help recruiting new faculty members. We should also consider talking with the staff council about how we might engage with some new staff voices from across campus.</p>	<p>Short/mid-term</p>
<p>1. Identify, recruit & support key leaders, advocates & champions</p>			
<p>2. Identify and engage an appropriate & diverse set of stakeholders, including staff, students, faculty, administrators, leaders, community members</p>			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
3. Generate excitement and connect to vision to get people on board by engaging various stakeholders			
4. Establish diverse teams; ensure new voices/ other voices/credible voices are valued; identify opportunities to expand inclusion and representation			
5. Create an environment that is safe for risk-taking and honest expression of perceptions, feelings, ideas; evaluate level of risk and appropriate risk-taking for different aspects of a change agenda; prepare to address possible negative consequences of having difficult dialogues			
6. Create inclusive ways for people to engage and participate			
7. Leverage incentives and rewards to motivate engagement			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
8. Build relationships that foster collaboration and trust			
9. Develop and empower effective team leaders			
<p>ENGAGE IN ADVOCACY AND NAVIGATE POLITICS (P)</p> <p>These Moves relate to understanding the dynamics of power and influence (informal and formal) and how to navigate them to achieve change goals, from recruiting key influencers to changing the minds of skeptics to making the case to those in decision-making positions. These moves also include effectively advocating for the change to various audiences in order to gain support and foster success.</p>			
1. Use political acumen and strategy to navigate the power structures (e.g., knowing when to show up or not, what to say when show up, remaining cognizant of how leader words and actions travel and have meaning to a broader audience)			
2. Know and mobilize people of influence, allies, experts, and skeptics			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
3. Understand and develop strategies for addressing political issues, difficult dialogues, negative perceptions, and barriers as well as emerging opportunities			
4. Understand how to effectively work across roles, disciplines, hierarchies, power structures, boundaries, boundary conditions, and institutional culture(s)			
5. Gain buy-in from diverse key campus stakeholders, influencers, and allies			
6. Leverage external messages, challenges, opportunities, or imperatives to maintain momentum for the change			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
<p>COMMUNICATE EFFECTIVELY (C)</p> <p>These Moves result in strong communication about the change initiative, both internally and externally. Effective communication includes crafting messages that inclusively engage stakeholders in conversations, telling meaningful stories, and soliciting and listening to feedback to amplify the voices of change makers as well as your successes.</p>			
<p>Develop a compelling and coherent message about the vision, goals, and value of the initiative</p>	<p>Example:</p>		
	<p>YES!</p> <p>Why? Need talking points for getting more people on the team.</p> <p>Who? The existing group can get started on this; plus, it might help us develop a more coherent vision.</p>	<p>How? Each team member will write three statements about what they hope we can accomplish, we will collect them before our next meeting and use them to talk through our goals; we will continue to meet and hone this message over several meetings.</p>	<p>When? Short-term, to help in recruiting new team members, but once we have a better developed vision</p>
<p>1. Develop a compelling and coherent message about the vision, goals, and value of the initiative</p>			
<p>2. Foster transparent & inclusive conversations about vision, purpose, data, goals, outcomes, progress, as well as challenges</p>			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
3. Clearly articulate motivating factors, inform, persuade, educate, and activate			
4. Tell stories; use symbols, metaphors, and values to communicate about change to reach different relevant audiences			
5. Listen carefully; solicit feedback, reflect on it, and respond to it			
6. Amplify the voices of change makers, ensuring diverse people and perspectives are included			
7. Represent and advocate for diverse constituencies involved in the change effort when communicating about change project goals, outcomes, progress			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
<p>8. Communicate with leaders and stakeholders across the campus (and/or externally), up and down and around the hierarchy; communicate across boundaries (formal and informal)</p>			
<p>9. Engage in ongoing, iterative communication regarding vision, purpose, data, goals, outcomes, progress</p>			
<p>10. Ensure that internal and external dissemination opportunities are utilized to communicate about project</p>			
<p>11. Foster necessary and sometimes difficult dialogues with diverse cultural perspectives; address unconscious biases and other possible negative perceptions, feelings, or consequences that may arise during the change initiative</p>			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
<p>SENSEMAKE AND LEARN (SL)</p> <p>These Moves involve using data and information to understand perceptions, raise consciousness, and to bridge gaps in current and needed knowledge and understanding in order to ensure strong organizational learning and development.</p>			
<p>1. Understand and plan for how stakeholders may perceive proposed change, both positively and negatively</p>			
<p>2. Develop a plan for ways to bridge the gap between current and needed knowledge and understanding</p>			
<p>3. Develop data capacity and knowledge management systems</p>			
<p>4. Develop a plan to ensure appropriate data distribution and analysis needed to meet project goals and outcomes to different groups that need to engage in learning</p>			
<p>5. Provide training to support data use and interpretation of data and use data to inform decisions needs</p>			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
6. Give public presentations on the project to foster continuous dialogue, both internally and externally			
7. Create documents, publications and concept papers that capture the vision			
8. Use data to monitor progress and adjust when needed; be mindful of possible negative or unintentional consequences			
<p>PREPARE FOR SUCCESS OVER THE LONG TERM (L)</p> <p>These Moves result in long-term project success and include ensuring ways to measure success and maintain momentum, identifying appropriate infrastructure required to scale and sustain the change (e.g., budget, policy, process, physical plant), building motivation and emotional support, understanding the human toll of change, and identifying next steps beyond the current project.</p>			
1. Continuously evaluate and address emerging issues of scale and sustainability over the long haul			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
2. Measure and celebrate success; connect project success with other institutional successes			
3. Reassure when setbacks occur; encourage; motivate to keep momentum going			
4. Balance responsiveness and urgency in landscape and context; address inertia			
5. Build on successes to accelerate momentum			
6. Apply learning from successes and failures to project processes and outcomes			
7. Build and sustain leadership capacity on campus; create pathways for diverse emerging leaders, monitor and prepare for leader transitions and succession			

Change Leader Moves	LEADERSHIP TEAM PLANNING WORKSHEET		
	Is this a Move that SHOULD BE MADE?	HOW might the Move be made?	WHEN should the Move be made? How does it map onto your change model/framework?
8. Identify next steps, vision beyond current project			
9. Identify infrastructure required to scale and sustain change (e.g., budget, policy, process, structure)			

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Now transfer all the Moves you have identified into the chart below to finalize your plan. Use one row for each Move you identified above.

CHANGE LEADERSHIP PLAN SUMMARY WORKSHEET				
What Move will be made?	Who is responsible?	By when?	What steps do they need to take?	How will you know the Move has been successful?

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STEP 6: Assessing Leader Moves and Process Worksheet

Kezar (2018) states that “lack of attention to the ongoing flow of changes makes organizations reactive rather than proactive in responding to changes in ways that are in the best interests of the organization” (p. 246). Thus, part of planning for systemic change and sustaining change is assessing the process. Below we offer reflection questions that will loop you back into the **Ecosystem Model of Systemic Change Leadership** as a way to revisit Leadership Context, Leader Moves, Levers, and your overall process based on where you are in your systemic change process. Consider the **Timeline Expectations section** around the assessment phase, revisit what and where things progressed. Use this worksheet to help guide you back to Steps 4 and 5, at a minimum, to refine and revise your plan for the next 3-6 months. You may find that your team needs to reassess project goals or other earlier steps in order to be successful.

ASSESSING LEADER MOVES AND PROCESS QUESTIONS WORKSHEET

1. Which Leader Moves were successful? Why?

2. Which Leader Moves were not successful? Why not?

ASSESSING LEADER MOVES AND PROCESS QUESTIONS WORKSHEET (cont.)

**3. How will your Leader Moves plan change for the coming 3-6 months?
Which Moves will you/your team make?**

**4. How has the Lever(s) you identified helped advance your systemic change goals?
Are there new Levers to consider?**

5. How will context opportunities and challenges shape the next six months?

SECTION 5: CASE STUDIES

In this section, we present a set of Case Studies of change that reflect the ecosystem model of change. These Case Studies demonstrate how Change Leader Moves are made across various institutional contexts to promote systemic institutional change. We provide an overview of each unique case that shows the Change Leader Moves in action with a description of each institution, the leader at the forefront of the change process, and a description of the Leadership Context and Levers pulled to achieve the change goal. Our hope is that collectively these Case Studies showcase various combinations of Leader Moves and Levers that leaders can execute to achieve various types of goals at different types of institutions and different levels. You can access these Case Studies online where more will be added over time.

As part of this Case Study project, we chose a variety of institutional types, representing different types of change, with leaders and leadership teams of varying roles and agency. The Case Studies context spans public/private, various Carnegie classification types, and range from small liberal arts colleges to research institutions and comprehensive institutions, and include various change initiatives. We purposefully illustrate a diverse array of settings because in any systemic change project, there are a variety of contexts that influence what a leader might do and how they might do it (Leader Moves) that may result in different Levers being pulled. Visit our Toolkit Case Studies page <https://pullias.usc.edu/ctl-case-studies/> to download.

- Amarillo College
- Blue Ridge Community College
- California State University, Monterey Bay
- California State University, San Francisco
- Forsyth Technical Community College
- The College of the Muscogee Nation
- University of Colorado, Boulder
- University of Georgia
- University of LaVerne
- University of Portland



The Case Studies context spans public/private, various Carnegie classification types, and range from small liberal arts colleges to research institutions and comprehensive institutions, and include various change initiatives.

SECTION 6: LEADER MOVES RESOURCE LIBRARY

As you complete pieces of your planning worksheet above you might realize there are certain Leader Moves you need to build out, and you may need extra resources to make them happen. Below is a list of existing resources within each Leader Move category that can help you dive deeper into each Leader Move as you identify what needs to happen in your systemic change process. Some might be supplemental tools to help you build out a particular Leader Move, while others might be literature to read that helps ground your understanding of the Leader Move category. This comprehensive catalog of resources that will be updated periodically can be found in our online [Resource Library](#).

Systemic Change Based Resources

[Keck/PKAL Model for Systemic Institutional Change in STEM Education](#)

[Framework For Systemic Change In Undergraduate STEM Teaching And Learning](#)

Resources by Change Leader Moves Category

→ Create Vision, Expectations and Pacing Resources:

- [Creating Shared Vision: A Tip Sheet from REvolutionizing engineering and computer science Departments \(RED\) Participatory Action Research](#)
- [Design for Equity in Higher Education](#)
- [Changemakers: The Student Success North Star](#)
- [Changemakers: Transformation Timeline](#)

→ Develop Strategy and Resources:

- [Creating Strategic Partnerships: A Tip Sheet from Revolutionizing Engineering Departments \(RED\) Participatory Action Research](#)
- [Leading Highly Effective External Strategic Partnerships](#)
- [Tools in a Toolbox: Leading Change in Community Colleges](#)
- [Strategies for Successful Change](#)
- [Barriers to Innovation and Change in Higher Education](#)
- [Changemakers: Planning Next Steps](#)
- [Changemakers: Assessing and Prioritizing Initiatives](#)

→ Foster Diversity, Equity, and Inclusion Resources:

- [Shared Equity Leadership Making Equity Everyone's Work](#)
- [Organizing Shared Equity Leadership: Four Approaches to Structuring the Work](#)
- [Shared Equity Leadership Toolkit](#)
- [Shared Responsibility Means Shared Accountability: Rethinking Accountability Within Shared Equity Leadership](#)
- [Center for Urban Education Observation Tool](#)

→ Lead People and Teams Resources:

- [Campus and Community Conversations Working Together for Community College Student Success](#)
- [Student Success Teams: An Implementation Guide for Community Colleges](#)
- [Forming And Developing Teams: A Tip Sheet from REvolutionizing Engineering Departments \(RED\) Participatory Action Research](#)
- [Readiness Survey](#)
- [Shared Leadership in Higher Education](#)
- [Immunity to Change Worksheets](#)

- **Guide For Composing a Campus Racial Equity Team**
 - **Center for Urban Education Embedding Equity Mindedness Tool**
 - **Bolman and Deal Leadership Orientations Self-Assessment**
 - **Changemakers: Building a Team**
 - **Changemakers: Bringing a Student Voice into the Room**
- **Engage in Advocacy and Navigate Politics Resources:**
- **Buy In Worksheet**
 - **Scaling change in higher education: A guide for stakeholder groups**
 - **Understanding Leadership Strategies for Addressing the Politics of Diversity**
 - **Navigating Politics: A Requirement for Career Success**
 - **Political Savvy & Leadership Effectiveness**
 - **Change Buy in Worksheet to Changemakers: Gaining Buy-In**
- **Communicate Effectively Resources:**
- **Communicating Change: A Tip Sheet from Revolutionizing Engineering Departments (RED) Participatory Action Research**
 - **Are We There Yet? A Communications Evaluation Guide**
 - **Achieving the Dream: Communication Strategy Guidelines for Network Colleges**
 - **Achieving the Dream: Communication Strategy and Work Plan Templates**
 - **Changemakers: Team Brainstorm**
- **Sensemake and Learn Resources:**
- **SENSEMAKING: Framing and Acting in the Unknown**
 - **Using a Systems Approach to Change: Examining the AAU Undergraduate STEM Education Initiative**
 - **The Framework for Systemic Change in Undergraduate STEM Teaching and Learning**
 - **Keck/PKAL Model for Systemic Institutional Change in STEM Education: Stage Five: Determine Readiness for Action (p.69)**
 - **Readiness Survey**
 - **Changemakers: Initiative Inspiration**
 - **Changemakers: Initiative Blueprint**
- **Prepare for Success Over the Long-Term Resources:**
- **Keck/PKAL Model for Systemic Institutional Change in STEM Education: Stage Seven: Measure Results (p.71)**
 - **Achieving the Dream: Progress Tracking Worksheets**
 - **Achieving Systemic Change: A Sourcebook for Advancing and Funding Undergraduate STEM Education**

CONCLUSION

The late Supreme Justice Ruth Bader Ginsburg reminds us that “Real change, enduring change, happens one step at a time.”

As shown in this Toolkit, what makes change happen is taking a series of steps toward that change. It requires patience, planning, learning, and stamina. As external and internal forces continue to require higher education institutions to change, action-oriented resources such as this Toolkit will be of immense value to leaders enacting systemic change. Whether it is adopting a statewide policy for student success or addressing tenure and promotion practices for women in STEM, systemic goals will require change agents to engage in a series of specific actions to achieve change. Leaders who supported the development of this Toolkit and those who participated in the Case Studies echo the need for such a highly adaptable tool that provides a roadmap for leaders at every level to use in leading change.

The Toolkit offers guidance to help change agents transform their institutions as they tackle complex challenges and work to improve higher education. We are optimistic about the prospects for the future for the leaders who take this bold path and engage in ongoing systemic change work.



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APPENDIX 1: METHODOLOGY

This Toolkit and its components were developed in two main phases. Phase 1 involved creation of the original tools and Change Leader Moves that emerged from work conducted with funding from the National Science Foundation (NSF). The NSF funding supported a workshop with experienced higher education change leaders that explored what they actually did to advance their change projects, meaning what “moves” they made to make change happen. From this work, we embarked on Phase 2, which involved the engagement of other leaders and organizations to develop a more comprehensive set of worksheets and resources that make up the current Toolkit. More details of each of these phases are below.

Phase 1

In phase 1 of the project, we engaged 76 individuals, including faculty leaders, program directors, project coordinators, department chairs, deans, associate deans, provosts, associate provosts, and campus presidents in a workshop held in July 2019. Two goals of this workshop were (1) to identify and define leadership competencies that contribute to implementing, scaling, and sustaining campus change initiatives and (2) outline the leadership resources that would facilitate the development of these competencies. Leaders at this workshop represented 37 different institutions, ranging from large research universities to public comprehensive institutions, minority-serving universities to smaller private colleges. In addition, leaders from several national associations and organizations were interviewed regarding the draft set of resources developed at the workshop. Participants were recruited using purposeful sampling (Kezar & Eckel, 2008) to identify leaders who:

- 1) Had led systemic change efforts;
- 2) Held positions of department chair, dean, provost, or president (or some other formal leadership role); and
- 3) Represented different four-year institutional types.

Some of the workshop participants also participated in one of the four in-person project meetings/workshops from 2019-2020, and several were invited to submit case studies to exemplify use of the Toolkit (see below). The NSF workshop resulted in the creation of a Change Leader Moves taxonomy and outline of an ecosystem model of change leadership. Through deductive analysis we further explored connections from the reviewed literature around leadership and change in higher education (Boyatzis, 1998; Kezar, 2008). This work resulted in the initial draft of the Change Leader Moves categories.

Phase 2

The goal of phase 2 was to test and refine the Change Leader Moves taxonomy in the Toolkit and develop additional tools that a variety of Change Leaders could use to put into practice. One key goal of this phase was to ensure that the Toolkit was accessible to a variety of leaders, serving at different types of institutions, working on different types of change projects. We conducted seven focus groups and six interviews with 38 leaders across the nation. Several campuses change teams were engaged in a 3-series webinar and workshop series to take a deep dive into the Change Leader Moves in the context of their change projects. Case Studies were also completed, based on the interest of leaders from phase 1 (see above). Lastly, we sent the updated Toolkit out for external review to various leaders who are well-versed in change leadership work. The feedback provided was adapted into this version. Participant variety, from leader role to institutional type, was expanded in phase 2.

Phase 2 participants were also recruited using purposeful sampling (Kezar & Eckel, 2008). We developed a recruitment list of national associations, intermediaries, and past participants from phase 1 to recruit leaders who:

1. Had led or were involved in systemic change efforts;
2. Represented various units/roles within higher education (i.e. academic and student affairs/services);
3. Held different positional roles (i.e. senior level, mid-level, grassroots level) at their campus; and
4. Represented different institutional types, being mindful to include institutional types we had not yet included (e.g., community colleges).

We conducted 90-minute focus groups with leaders in specific clusters, for example student success initiative leaders and community college leaders. During these focus groups, the leaders were presented with an overview of the Ecosystem Model, Change Leader Moves, and main tools/worksheets so they could provide critical insight. Questions revolved around presentation of Toolkit, content, actualization of the tools, and overall clarity and function. We used deductive analysis to explore themes from the reviewed literature in relation to leaders' insight (Boyatzis, 1998; Kezar, 2008).

In addition to this Toolkit, we developed various Case Studies as a part of the project. The methodology for the Case Studies was as follows. We interviewed leaders from the initial workshop who could share how they engaged in Change Leader Moves in a systemic change project and had signaled interest in participating in Toolkit development. In addition, we were intentional in recruiting a varied representation of institutional type (e.g., Carnegie classification) and leader type. This intentionality resulted in participating leaders for Case Studies who represent public four-year institutions, private four-year institutions, Hispanic Serving Institutions (HSI), research-intensive universities, regional comprehensive universities, and religiously-affiliated institutions. We conducted one hour interviews and asked questions around Leadership Context influence on Change Leader Moves, how leader role shaped what Moves to make, the Moves used and how, and the use of Levers to amplify Moves toward change. Analysis for the Case Studies included asking participating leaders to check the final draft and not only add any additional comments or suggestions but also to ensure "our interpretations matched what they had intended and said in interviews" and that they capture how they enacted the Change Leader Moves (Kezar, 2008, p.419).

APPENDIX 2: PARTICIPANTS

Phase 1 and 2 Participating Campuses and Leaders

Agnes Scott College - Lilia Harvey

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Auburn University - Gary Martin

Bates College - April Hill

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Sharon Datwyler

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American Association for the Advancement of Science -
Michael Feder, Travis York

Association of American Universities

Association of Public & Land-Grant Universities -
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Robin Parent

American Association of State Colleges and Universities -
Terry Brown, Matt Ceppi, Kathleen Scott,
Melissa Welker

**National Academies of Sciences, Engineering,
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Women in Engineering ProActive Network -
Gretal Leibnitz



